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ABSTRACT

These two subunits on Western Europe are part of one of four resource units for an eleventh grade area studies course. The subunits cover foreign policy and the political, social and economic systems of Britain, France, and Germany, and a summary section for the entire unit on Western Europe. Generalizations, skills, and attitudes are listed. The subunit is set up in a double-page format relating objectives to pertinent content, teaching procedures, and instructional materials. The subunit dealing with social, political and economic systems calls for comparison among the three countries and uses ideal types to help pupils make comparisons. The last part of the unit on foreign relations looks at attempts to bring about closer economic and political relationships among the countries of Western Europe and presents concepts of international trade. Pupils also examine the problems raised for the United States in some of these developments as well as other policy conflicts facing this country in relationship to Western Europe. The teacher's guide for the entire course is SO 006 320; other subunits on Western Europe are SO 006 322 and SO 006 323. (Author/KSM)

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Grade Eleven
Unit: Western Europe

Sub-Unit: The Political, Social, and
Economic Systems of Britain,
France, and Germany.

Sub-unit: Foreign Policy

Culminating Section for Unit

SO 006 331

RESOURCE UNIT

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These materials were developed by the Project Social Studies Center of the University of Minnesota under a special grant from the U.S. Office of Education. (Project No. HS-045)

1968

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rn Europe

The Political, Social, and
Economic Systems of Britain,
France, and Germany.

Foreign Policy

Section for Unit

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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RESOURCE UNIT

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OBJECTIVES

This sub-unit should make progress toward helping pupils learn the followin

GENERALIZATIONS

1. Social scientists set up classifications to suit their purposes; the use of different criteria result in different classifications.
    a. Sociologists set up ideal-type societies to make easier comparisons between societies.
        1) A secular-pluralistic society is marked by: a high degree of industrialization; an advanced technology; rapid social change; an open class system; many secondary contacts; a heterogeneous population; horizontal mobility; many volunteer associations and social movements; and changing norms and values. A number of countries approach this ideal-type of society, although they may not have all of these characteristics.
2. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.
    a. Class membership has
    on life and behavior
    lates).
    b. Status may be acquir
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    of birth and achieve
3. Members of a class can m
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        of education, th
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4. The amount of class conf
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5. Any organized group dele
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the society.

a. Class membership has certain effects on life and behavior (class correlates).

b. Status may be acquired by birth, achievement, or some combination of birth and achievement.

3. Members of a class can move out of the class by various means, and this mobility may be up or down.

   a. The amount of vertical mobility varies from society to society.

      1) The more widespread the system of education, the greater the mobility between classes.

4. The amount of class conflict is related to the degree of difference among classes, the degree of vertical mobility possible, and the degree to which propaganda is used to arouse class conflicts.

5. Any organized group delegates responsibilities and rights; they assign certain role behaviors. This division of labor creates hierarchical authority relation-

ships.

6. The structure of the family varies from one society to another and from one group to another within any society.

    a. Each possible combination of relationships among the members of a family imposes different role relationships and has its unique consequences.

7. The degree of horizontal mobility within a society (including shifts of population from rural to urban areas) can have important effects upon society.

8. A given culture is an integrated whole, based on fundamental postulates or values.

9. Although culture is always changing, certain parts or elements may persist over long periods of time.

    a. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

    b. All the institutions in a society are related; because of th
    relationship, a change in
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    c. Some values are conducive
    some make change more dif

    d. People usually do not disc
    trait completely; they are
    likely to modify it to fit
    new situations.

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these goals may be economic or
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to win the conflict.

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are related; because of this interrelationship, a change in one institution is likely to affect other institutions. (Changes in the family are reflected in other institutions, and changes in other institutions are reflected in the family.)

c. Some values are conducive to change; some make change more difficult.

d. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

10. In political conflict there is a struggle over control of scarce values or goals; these goals may be economic or non-economic. The conflicting sides attempt to use the authority of the political system to win the conflict.

11. The political system is the authoritative allocator, the mechanism by which society finally and ultimately decides which interests, goals, and wants shall be enforced on and in society. It is marked by universality, legitimacy, and a monopoly and finality of force.

a. The political system includes a

number of major components: individuals, political organizations, institutions, and decision-makers. Each component affects the other components.

12. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.

13. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

    a. The presentc of heavy ideological commitments in a political system complicates the ask of accommodation and compromise.

    b. Conflict is cumulative, and a society divided along x axes will more easily achieve compromise than a society divided along 5x axes; resentments are easily transferred from one issue to another.

    c. Many political systems have promoted compromise by withdrawing certain fundamental areas of disagreement (such as the place and role of religion) from the political arena.

14. Compromise is related to the
political power of the dispu
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the decision.

15. Democracy as a political fo
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    a. Democracy is a complicat
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    government.

16. The contrast between democra
non-democratic political sys
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lying values.

17. Political scientists have l
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a society must meet before
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agree on what they are, but
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eligion) from the political arena.

14. Compromise is related to the relative political power of the disputants; it is most likely to occur where there is a relative equality of power and, therefore, something approaching deadlock in the decision.

15. Democracy as a political form is based on the assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to have it.

    a. Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.

16. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

17. Political scientists have long assumed that there are social conditions which a society must meet before it can make a go of democracy; they hardly agree on what they are, but most suggest common values, a communication system, a stable society, and a minimum of economic well-being.

18. The individual citizen or participant in the political process approaches the political process with a complex of political attitudes, outlooks, values, and goals.

   a. Different patterns of political socialization are often the product of different experiences of socio-economic status groups; they are, therefore, related to class and status differences.

   b. The agencies of political socialization include those within the political system as well as those without.

   c. The process of political socialization is a continuous process; the indivudual continually acquires new values and patterns of behavior, and a sharp change in his life may result in resocialization.

19. Political activity by which the individual seeks his goals and interests through the political system takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

20. The interest group operates and attempts to bring i
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policy is being m

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   b. No interest g
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   c. The interest
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21. The electoral and
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tempts to bring influence to bear wherever in the political system public policy is being made.

a. The interest group attempts to bring aggregates of influence to bear on decision makers by attempting to frame the possible choices the decision makers have, by direct influence, by education, and by attempts to control the selection of the decision makers.

b. No interest group pursues its goals entirely through the political system; it is drawn into political activity only in specific instances of goal seeking.

c. The interest group serves an important role in the activating and socializing of its members into political activity.

21. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority electoral support, the party in a plural society has to make compromises to the conflicting attitudes, interests, and ideologies in the society.

22. The relative centralization or de-

centralization of power within political parties reflects in great part the centralization or decentralization of authority within the political system as a whole.

23. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts within the society, on the governmental structure, and on the electoral system.

    a. There tend to be more political parties where there are violent conflicts, unless the government has become totalitarian.

    b. Plural constitutencies and proportional representation tend toward multiparty systems.

24. Control of the process of nomination is essential in order to control the election of public officials; any limitation on party nomination tends to diminish the party role in the political system.

25. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made. They thus affect decision-making.

    a. They set the procedures of decision-making.

    b. They set the power
    makers.

    c. They set the bound
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    in it.

26. The separation of powe
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    b. In parliamentary s
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the procedures of decision-making.

b. They set the powers of the decision-makers.

c. They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.

26. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do. Deadlock is ruled out of the operation of parliamentary systems by the dependence of the cabinet on the ongoing support of a majority of the legislators.

a. Parliamentary systems, which depend on legislative majorities to support cabinets, compel the parties to greater organizational efforts on legislators than does the American system.

b. In parliamentary systems the increasing power of the cabinet has enabled the parties of the cabinet to demand cohesive support by their members in parliament.

27. Federalism pays greater homage than unitary systems to local differences and autonomy, but is also pays the greater price in inconsistency, diversity, and competition.

28. Any decision is, in part, a product of the internalized values, perceptions, and the experiences of the persons making the decision.

29. The decision-maker reacts to pressures from those outside government.

30. The representative faces conflicting demands to represent the district which elected him, the party on whose ticket and symbol he ran, and the entire political system to which he takes his oath of office.

31. A law or policy must be effectuated and applied; in that process the whole decieion-making and influence process goes on again.

32. Political power is unevenly distributed through a population even in a democracy; the concept of political equality or one man--one vote insures only a minimum opportunity for influence.

    a. The unequal distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in the society.

    b. Political leadership is usually
    drawn from high s
    status groups.

        1) Upper middle-
        groups in mos
        the education
        necessary ski
        power.

    c. Political power m
    governmental posi
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34. The role of the judic
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tical leadership is usually

drawn from high social and economic status groups.

1) Upper middle-class and upper class groups in most countries acquire the education which leads to the necessary skills for political power.

c. Political power may rest in formal governmental positions, but it need not.

1) Every decision-maker is dependent on advice, knowledge, information, political intelligence, etc. and as a result those advisors who can provide him with these have an important base for exerting power and influence on the official.

33. As government becomes larger, more active, and more complex, legislatures increasingly lose policy initiative to executives and bureaucracies.

a. Selective recruitment of bureaucracy may be and often has been responsible for its definition of its political role.

34. The role of the judiciary depends on the system of law and the nature of the constitution it must expound.

a. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

b. Constitutions must have an ultimate interpreter, since they are of nature ambiguous and non-specific. However, courts need not be the final interpreter; this function may reside in the legislative body.

35. Constitutions change by formal amendments, but more importantly by changes in custom and interpretation.

a. Constitutions may be written documents, but in some cases they [illegible] exist wholly or in large part as custom and tradition.

36. Taking the policy-making process as a whole, the general strategic advantage usually lies with the status quo.

37. Every economic system faces scarcity or lack of enough productive resources to satisfy all human wants.

a. If resources are used to satisfy one want, they cannot be used to satisfy another. Misallocation of resources costs consumers what they could otherwise have had.

38. Certain basic economic qu
to allocation are answere
some fashion by every soc
perhaps in no other way t
These questions are: (1)
much of each good should
(2) How much shall be pro
(3) How shall these goods
be produced? (4) How sha
and services be distribut
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39. In all societies people h
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a. People generally woul
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b. People differ in the
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d. Economic goals may no
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could otherwise have had.

38. Certain basic economic questions related to allocation are answered or decided in some fashion by every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much of each good should be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the population?

39. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.

   a. People generally would like to see their economic systems provide both economic growth (and so higher levels of living) and stability (and so economic security).

   b. People differ in the degree to which they desire a reduction in inequalities of economic opportunity or income.

   c. People differ in the degree to which they desire freedom of economic choice.

   d. Economic goals may not be compatible if efforts to achieve them are carried too far. (Taxes to increase economic justice may reduce private investment and growth.)

40. Living levels in the U.S. are very high compared to those in most countries.

41. At any specific time the total output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, andy by the efficiency of the organizational structure.

    a. The ability of a country to produce is limited in part by available natural resources; however, a country may be able to acquire resources from other countries by selling goods and services which it can produce.

    b. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.

    c. Capital formation through savings is a major means of increasing an economy's total output over time, because it increases productive capacity.

    d. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).

42. In the long run, a ri
be achieved only by a
ductivity.

43. Economic systems are
both public and priva
decisions made both b
consumers and busines

    a. In a private ente
    the market which
    and supply into a
    which is chiefly
    way in which basi
    are worked out.
    determine largely
    duced, how it sha
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        1) Government ta
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on is organized).

42. In the long run, a rise in real wages will be achieved only by a rise in labor productivity.

43. Economic systems are usually mixed, with both public and private ownership and with decisions made both by government and by consumers and businessmen.

   a. In a private enterprise system it is the market which translates demand and supply into a price system and which is chiefly responsible for the way in which basic economic questions are worked out. The market serves to determine largely what shall be produced, how it shall be produced, and who shall get what part of the production. However, government policies and factors which interfere with perfect competition also affect the allocation of resources and goods.

      1) Government taxation policies affect who gets what share of the national income.

      2) Government policies can either help reduce or exaggerate fluctuations within the business cycle and can promote or hinder economic growth.

      3) Monopolies can keep prices of goods high by reducing the quantity pro-

duced. They thus interfere with the mechanism by which production is altered to suit consumer demands.

b. Most economic systems are in the process of constant change.

44. Specialization of individuals, regions, and countries makes for interdependence.

SKILLS

1. Attacks problems in a rational manner.

    a. Sets up hypotheses.

    b. Considers the relevance of social science disciplines, and uses types of questions asked and analytical concepts used in the relevant disciplines to help him analyze the problem.

2. Locates information efficiently.

    a. Uses Reader's Guide to locate information.

    b. Uses Statesmen's Yearbook.

3. Gathers information effectively.

    a. Interprets tables and graphs.

        1) Draws infe
        graphs.

    b. Draws inférenc

    c. Interprets ca

    d. Listens for d

4. Evaluates sources

    a. Compares sour

5. Has a well-develo

    a. Compares dura

6. Organizes and ana
conclusions.

    a. Applies previ
    and generaliz

    b. Identifies di

    c. Uses ideal ty
    systems.

    d. Tests hypothe

    e. Generalizes f

ATTITUDES

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ts tables and graphs.

1) Draws inferences from tables and graphs.

b. Draws inferences from charts.

c. Interprets cartoons.

d. Listens for details.

4. Evaluates sources of information.

   a. Compares sources of information.

5. Has a well-developed sense of time.

   a. Compares duration of periods.

6. Organizes and analyzes data and draws conclusions.

   a. Applies previously-learned concepts and generalizations to new data.

   b. Identifies differences in data.

   c. Uses ideal types in analyzing social systems.

   d. Tests hypotheses against data.

   e. Generalizes from data.

ATTITUDES

1. Is curious about social data.

2. Respects evidence even when it contradicts prejudices and preconceptions.
3. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help men achieve their goals.
4. Is sceptical of single-factor theories of causation.
5. Is sceptical of panaceas.
6. Has a sense of responsibility for keeping informed about current problems.

OBJECTIVES

G. Social scientists set up classifications to suit their purposes; the use of different criteria result in different classifications.

G. Sociologists set up ideal-type societies to make easier comparisons between societies.

G. A secular-pluralistic society is marked by: a high degree of industrialization; an advanced technology; rapid social change; an open class system; many secondary contacts; a heterogeneous population; horizontal mobility; many volunteer associations and social movements; and changing norms and values. A number of countries approach this ideal-type of society, although they may not have all of these characteristics.

OUTLINE OF CONTENT

IV. Britain, France, and Germ
today, but they also have

A. The British social, po
systems are interrelat

1. Britain comes close
a secular-pluralist
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has more traditiona
day than does the U

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social systems.
them.

1) Sociologists
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societies. An
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ideal types.

a) A tradition
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OUTLINE OF CONTENT

ists set up classi-
suit their purposes;
fferent criteria re-
rent classifications.

set up ideal-type so-
ke easier comparisons
ties.

ralistic society is
high degree of in-
on; an advanced tech-
social change; an
stem; many secondary
terogeneous popula-
tal mobility; many
ociations and social
d changing norms and
ber of countries
ideal-type of society,
may not have all of
eristics.

IV. Britain, France, and Germany differ considerably today, but they also have many things in common.

A. The British social, political, and economic systems are interrelated.

1. Britain comes closer to the ideal type of a secular-pluralistic society than to a traditional or mass society; however, it has more traditional characteristics today than does the United States.

a. There are a number of ways of comparing social systems. This unit uses two of them.

1) Sociologists set up ideal-types for comparing societies. These types do not describe any one society but describe frequent and significant traits common to certain kinds of societies. Any society can then be compared with these ideal types to see how closely it conforms to one of them, and different societies can be compared to see which of them conforms most closely to one of the ideal types.

a) A traditional society is slow to change, has a caste or rigid class system with little vertical mobility, is characterized by many intimate, face-to-face relations and

TEACHING PROCEDURES

1. Point out that the class is now about to study the social, political, and economic systems of some of the Western European countries in order to make comparisons between them. Ask: How might we compare social systems? Let pupils make suggestions. Then analyze suggestions. (What might be the underlying purpose of each kind of comparison?) Try to help pupils see that there might be many ways of comparing systems, and that social scientists have tried to develop ways to suit certain purposes.

2. Write on the board the three ideal-types of societies which sociologists have developed for comparing societies. After each, write some of the characteristics of the society, or have pupils try to suggest some of the characteristics for at least the first two types and compare their list with that prepared by Rose. Discuss: Do you think you would find many societies which fit completely any one of these ideal types? Why or why not? If not, what is the advantage of such a classification? Suggest that pupils try to compare each social system studied during the year with these ideal-types as one means of comparing social systems.

MATERIALS

See C. Rose, backg
in appendix.

CEDURES	MATERIALS
t that the class is now about to study the social, l, and economic systems of some of the Western countries in order to make comparisons between k: How might we compare social systems? Let pu- e suggestions. Then analyze suggestions. (What the underlying purpose of each kind of compari- y to help pupils see that there might be many comparing systems, and that social scientists ied to develop ways to suit certain purposes.	
the board the three ideal-types of societies ciologists have developed for comparing so- After each, write some of the characteristics society, or have pupils try to suggest some of racteristics for at least the first two types pare their list with that prepared by Rose. : Do you think you would find many societies it completely any one of these ideal types? why not? If not, what is the advantage of such ification? Suggest that pupils try to compare cial system studied during the year with these ypes as one means of comparing social systems.	See C. Rose, background paper in appendix.

S. Draws inferences from tables and graphs.

G. Political scientists have long

relations determi
tradition, and ha
legitimitized by

b) A secular-plurali
marked by: rapid
open class system
educational syste
contacts in addit
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racial, religious
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and political dec
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advanced technolo
norms and values.

c) A mass society is
audience behavior
with little real
mong the masses o
with communicatio
the government th
of mass media, an
formal groups or
tions.

2) Political scientists
that there are certa
economic characteris
to be essential to t

relations determined largely by tradition, and has a leadership legitimitized by custom.

b) A secular-pluralistic society is marked by: rapid social change; an open class system; a universal educational system; many secondary contacts in addition to intimate, face-to-face relationships; varied racial, religious, and nationality backgrounds; considerable horizontal as well as vertical mobility; many voluntary associations for recreational, social, and political purposes; social movements to influence public opinion and political decisions; a high degree of industrialization and advanced technology; and changing norms and values.

c) A mass society is one in which audience behavior predominates, with little real interaction among the masses of the people, with communication dominated by the government through the means of mass media, and with few informal groups or voluntary associations.

2) Political scientists tend to agree that there are certain social and economic characteristics which seem to be essential to the successful

3. Discuss: What are some of the social and economic factors which you think might be necessary for the successful operation of a democracy? for bringing about social change? Project several tables from Lipsett on educa-	Lipsett, Polit pp. 35-37.

t are some of the social and economic fac-
ou think might be necessary for the success-
n of a democracy? for bringing about social
ect several tables from Lipsett on educa-

Lipsett, Political Man,
pp. 35-37.

assumed that there are social conditions which a society must meet before it can make a go of democracy; they hardly agree on what they are, but most suggest common values, a communication system, a stable society, and a minimum of economic well-being.

operation of demo
however, they do
on what these cha
Nevertheless, it
pare societies on
extent to which t
characteristics.

S. Considers the relevance of social science disciplines, and uses types of questions asked and analytical concepts used in the relevant disciplines to help him analyze the problem.

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n a society must meet be-
n make a go of democracy;
y agree on what they are,
uggest common values, a
ion system, a stable so-
a minimum of economic
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the relevance of social
sciplines, and uses types
ns asked and analytical
sed in the relevant dis-
o help him analyze the

operation of democratic government; however, they do not agree completely on what these characteristics are. Nevertheless, it is possible to compare societies on the basis of the extent to which they have these characteristics.

tional level, incomes, etc. Give pupils data on British education levels and income,etc. Then ask: What do you think might be a useful hypothesis about possibilities for a democratic government within Britain?

4. When the data becomes available, you may wish to use the data and adapt the exercises developed to help college students understand the importance of operational definitions of democracy, the development of an index to measure the extent of democracy in a country, ways of testing hypotheses about the factors used in such an index (e.g. correlations and scattergrams to show relationships between political and social-economic development), etc. These materials are being developed using some of the Lipsett material, ideas from Cutright and Neubauer (all described in Polsby, Dentler, and Smith, eds., Politics and Social Life), some of the data collected by Almond and Verba for their study of political cultures, and data from Russett, et. al., World Handbook of Political and Social Indicators (Yale U. Press, 1964). The exercises are being developed for use with computer data by the University of Minnesota Political Science Department. They are being tried out in modified form with data on cards with high school juniors during the spring of 1968.

5. Give pupils a chance to raise questions which thev wish to investigate about modern day Britain. Also ask: What kinds of questions do you think the political scientist would ask about Britain? What kinds of questions would the economist ask? What kinds of questions would the sociologist ask? Would any of these questions help

A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP MEN ACHIEVE THEIR GOALS.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Uses Readers' Guide.

S. Uses Statesmen's Yearbook.

S. Interprets tables.

b. Britain was the first gr
society; it is marked by
industrialization and ur
geographic mobility, and
relationships, including
voluntary associations a
ments.

1) Britain is an industr

2) Britain is more highl
is the U.S.

OCIAL SCIENCES
EN'S WELFARE BY
ON AND EXPLANA-
S WHICH HELP MEN
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arbook.

b. Britain was the first great industrializec society; it is marked by a high degree of industrialization and urbanization, by geographic mobility, and by many secondary relationships, including membership in voluntary associations and social movements.

1) Britain is an industrialized society.

2) Britain is more highly urbanized than is the U.S.

answer questions you have suggested? Would any of them help us understand British actions in international relations?

6. Give pupils a suggested list of individual and small-group activities on modern Britain. Discuss them briefly, trying to arouse interest in them. Let pupils add to this list of activities. Then have them indicate their first, second, and third choices on pieces of paper to be turned in at the end of the hour. Assign activities at the beginning of the next period.

7. Review the use of several references pupils will need to use, such as Readers' Guide and Statemen's Yearbook. If necessary, project pages from Guide to review meaning of abbreviations.

8. Give pupils a chance to begin work in class on the research needed for their projects. Give each pupil a tentative date for the time when his project should be ready for presentation.

9. Review with pupils what they learned about the industrial revolution during their study of the history of Western Europe. Where did it start? What were some of the factors which led to industrialization in Britain?

Or see Pye
cal Cultur
Developmen

10. Project tables on rural and urban population in Britain. Ask: How does Britain compare with the U.S. in terms of

Richmond,
dom," p. 4

estions you have suggested? Would any of them
nderstand British actions in international
?

ls a suggested list of individual and small-
ivities on modern Britain. Discuss them briefly,
arouse interest in them. Let pupils add to
of activities. Then have them indicate their
cond, and third choices on pieces of paper to
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n during their study of the history of Western
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h led to industrialization in Britain?

Or see Pye and Verba, Political Culture and Political Development, pp. 83-88.

ables on rural and urban population in Britain.
does Britain compare with the U.S. in terms of

Richmond, "The United Kingdom," p. 49. See also Pye

S. Sets up hypotheses.

G. The degree of horizontal mobility within a society (including shifts of population from rural to urban areas) can have important effects upon society.

S. Tests hypotheses against data.

S. Tests hypotheses against data.

3) Britain has less ge
ty than does the U.S
proportion of the pe
live in the same hou
for most of their li
contribute to this
However, compared t
it has had great ge
for many years.

4) British society is
secondary relationsh
membership in volunt
and social movements

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of horizontal mobility
ociety (including shifts
ion from rural to urban
have important effects
ty.

theses against data.

theses against data.

3) Britain has less geographical mobility than does the U.S.; a much larger proportion of the people continue to live in the same house or neighborhood for most of their lives. Housing laws contribute to this lack of mobility. However, compared to many countries, it has had great geographical mobility for many years.

4) British society is marked by many secondary relationships, including membership in voluntary associations and social movements.

urbanization?

and Verba, Po
p. 87 (figure
ed., Handbook
Sociology, p.

11. Now have pupils set up a series of hypotheses on what they would expect to find in an industrialized, urbanized society in terms of geographical mobility, vertical mobility, voluntary associations, a labor movement, family structure, etc. Make a record of the hypotheses for testing against data.

12. Put figures on the board on the proportion of the British people living in the same homes or same neighborhood most of their lives. Ask: What might account for this lack of geographical mobility as compared to the U.S.? Now quote Richmond on general reasons. Also tell pupils about the housing laws which affect mobility but do not tell them how these laws affect population movement. Ask: How might these housing arrangements affect the amount of movement from one place to another? Quote Pye on the amount of geographical mobility. Ask: Why do Pye and Richmond seem to differ? Does the data presented support or contradict the hypothesis set up by the class? (See activity 10.)

Faris, ed., H
Sociology, p.

Richmond, "Th
pp. 48-49.

Pye and Verba
p. 87.

13. Quote Pye on the extent of voluntary associations in Britain. List some of the important ones which have helped bring about changes in the British economic, political, and social systems.

Pye and Verba
Culture, pp.

Now project a table on the extent of British participation in associations outside of political associations outside of political associations. Ask: Does this table seem to contradict Pye? Compare with table showing extent of participation in associations in the

Almond and Ve
ture, pp. 246

?

and Verba, Polit. Culture, p. 87 (figures) and Faris, ed., Handbook of Modern Sociology, p. 135 (table).

ils set up a series of hypotheses on what
xpect to find in an industrialized, urbanized
erms of geographical mobility, vertical
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against data.

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do Pye and Richmond seem to differ? Does
sented support or contradict the hypothesis
e class? (See activity 10.)

Faris, ed., Handbook of Modern Sociology, p. 135.

Richmond, "The United Kingdom," pp. 48-49.

Pye and Verba, Polit. Culture, p. 87.

the extent of voluntary associations in
t some of the important ones which have
about changes in the British economic,
nd social systems.

Pye and Verba, eds., Polit. Culture, pp. 89-90.

a table on the extent of British partici-
sociations outside of political associa-
e of political associations. Ask: Does
eem to contradict Pye? Compare with table
nt of participation in associations in the

Almond and Verba, Civic Culture, pp. 246-247.

S. Interprets tables.

S. Uses Readers' Guide.

S. Interprets tables.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

c. Britain has a much more h
lation than does the U.S.

1) Britain has had relati
immigration into the c
faces few problems bec
differences.

2) Britain has had some i
other races, and racia
strong; however, the r
does not begin to loom
Britain as in the U.S.

3) Although Britain has a
church, religion is no
force within Britain.

a) Although England ha
Church, this church
tolerant view toward
in doctrine. A Gallu
found that only 58%
said that their rel

rets tables.

eaders' Guide.

rets tables.

TS EVIDENCE-EVEN WHEN IT
DICTS PREJUDICES AND PRE-
TIONS.

c. Britain has a much more homogeneous population than does the U.S.

   1) Britain has had relatively little immigration into the country and so faces few problems because of ethnic differences.

   2) Britain has had some immigration of other races, and racial prejudice is strong; however, the racial problem does not begin to loom as large in Britain as in the U.S.

   3) Although Britain has an established church, religion is not a divisive force within Britain.

      a) Although England has an established Church, this church adopts a very tolerant view toward differences in doctrine. A Gallup poll in 1962 found that only 58% of the people said that their religious preference

U.S. Ask: Does the data presented support or contradict the hypotheses set up in the class? (See activity #10).

14. Project a table showing composition of population or showing the amount of immigration from other places. Compare the amount of immigration with the total population of Britain (about 54 million). Give pupils figures for the number of racial minorities. Ask: How does this percentage of population compare with percentages in the U.S. for different races?

Richmond, "The
p. 51.

15. Have a pupil present a report on racial problems in Britain. Then discuss in relationship to racial problems in the U.S.

Richmond, "The
pp. 51-52.

Theobald, ed.,
Sixties, pp. 94

Use Readers' Gu
spring, 1968 co

16. Review with pupils the meaning of "establish church" and the history of religion in Britain. Then give pupils figures from the Gallup poll of 1962 on religious preferences. Ask: To what extent does the established church have popular support? Also give pupils figures on the extent of church membership in Britain as compared with the U.S. Discuss: Does the fact that England has an established church tend to create greater religious intolerance than exists in the U.S.? Why or why not? Now quote several authors about the amount of

Rose, Politics
pp. 10, 20-23.

Richmond, "The
pp. 107-09.

es the data presented support or contradict es set up in the class? (See activity #10).	
le showing composition of population or mount of immigration from other places. mount of immigration with the total popu- tain (about 54 million). Give pupils the number of racial minorities. Ask: How rcentage of population compare with per- the U.S. for different races?	Richmond, "The United Kingdom," p. 51.
present a report on racial problems in discuss in relationship to racial prob- J.S.	Richmond, "The United Kingdom," pp. 51-52. Theobald, ed., Britain in the Sixties, pp. 94-104. Use Readers' Guide. (See spring, 1968 conflicts.)
upils the meaning of "establish church" ory of religion in Britain. Then give es from the Gallup poll of 1962 on re- erences. Ask: To what extent does the es- urch have popular support? Also give pupils he extent of church membership in Britain vith the U.S. Discuss: Does the fact that an established church tend to create greater olerance than exists in the U.S.? Why or quote several authors about the amount of	Rose, Politics in England, pp. 10, 20-23. Richmond, "The United Kingdom," pp. 107-09.

G. Political scientists have long assumed that there are social conditions which a society must meet before it can make a go of democracy; they hardly agree on what they are, but most suggest (among other things) a communication system.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by subgroups within the society.

G. Class membership has certain effects on life and behavior (class correlates).

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

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other 6% favore
Church, which
church in Scot

b) Although religi
policies toward
Liberal Party,
tive lack of re
England today a
early 1920's. M
conflicts have
country's polit
hundreds of yea

d. Britain has developed
of internal communica
system of nationally-
its government radio
system.

e. There is a stronger f
distinctions in Brita
although educational
years has greatly inc
mobility and much mob
been possible.

1) Class distinctions
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ss can move out of
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up or down.

was for the Anglican Church. Another 6% favored the Presbyterian Church, which is the established church in Scotland.

b) Although religious differences over policies toward Ireland split the Liberal Party, there is a distinctive lack of religious conflict in England today and has been since the early 1920's. Moreover, religious conflicts have not rocked the country's politics as a whole for hundreds of years.

d. Britain has developed an extensive system of internal communications through its system of nationally-read newspapers and its government radio and television system.

e. There is a stronger feeling of class distinctions in Britain than in the U.S., although educational policies in recent years has greatly increased vertical mobility and much mobility has always been possible.

1) Class distinctions are greater than in the U.S., but there has always been a certain degree of social mobility.

religious toleration and lack of religious conflict in Britain.

17. Have a pupil who is interested in journalism or in the radio or television industry present an oral report comparing the American and British mass media. Discuss: Why is this system of extensive communications important?

Pye a
Cultu

Rose,
pp.

18. Have several good students present a panel discussion on the question: How do class distinctions differ between the U.S. and Britain? The panel should also discuss the relationship between the educational system and class distinctions.

Richm
pp. 5

Rose,
pp.

Project a table or put figures on the board to show the results of a study on social mobility in Britain. Compare with results of similar studies in the U.S. Discuss: How easy is it to move from one social class to another in Britain as compared with the U.S.? Does the data presented support or contradict the hypothesis ration and lack of religious conflict in

who is interested in journalism or in the
vision industry present an oral report com-
erican and British mass media. Discuss:
ystem of extensive communications important?

Pye and Verba, eds., Political Culture, p. 86.

Rose, Politics in England, pp. 176-181.

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on: How do class distinctions differ be-
. and Britain? The panel should also dis-
tionship between the educational system
tinctions.

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f a study on social mobility in Britain.
results of similar studies in the U.S.
easy is it to move from one social class
Britain as compared with the U.S.? Does
ented support or contradict the hypothesis

Richmond, "The United Kingdom," pp. 54-65.

Rose, Politics in England, pp. 16-20.

G. The more widespread the system of education, the greater the mobility between classes.

S. Tests hypotheses against data.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. The structure of the family varies from one society to another and from one group to another within any society.

G. Changes in other institutions are reflected in the family.

2) The British educa
helped create clas
the past, but sinc
has been modified
to greater social
class distinction
as great in Brita

3) The British have a
literacy and have
for many years.

f. The British family di
different parts of En
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classes.

heses against data.

IDENCE EVEN WHEN IT
PREJUDICES AND PRE-
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re of the family varies
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other institutions are
the family.

2) The British educational system has helped create class distinctions in the past, but since World War II it has been modified and is contributing to greater social mobility. Despite class distinctions, mobility is about as great in Britain as in the U.S.

3) The British have a very high rate of literacy and have had a high rate for many years.

f. The British family differs somewhat in different parts of England and in different social classes.

set up by the class? (See activity #10.)

19. Have a pupil give a report on the British educational system. Discuss: How do the post World War II policies contribute to social mobility?

Webb, Br
pp. 52-54

Webb, Ne

Rose, Po

Richmond

20. Have a pupil give a report on the British family as compared to the American family. Ask: What differences are there? What differences are there in British families? What changes seem to be taking place? Why? (Or have several pupils assume the roles of an American and an Englishman discussing differences and similarities in the family systems of the two countries.) Ask: Does the data presented in this report support or contradict the hypothesis set up by the class? (See activity #10.)

Richmond
pp. 110-

21. Project tables from Faris on relationships between parents and married children in Bethnal Green, London. Discuss: How do British and American married couples

Faris, e
Sociolog

e class? (See activity #10.)

give a report on the British educational
uss: How do the post World War II policies
o social mobility?

Webb, *Britain Faces the Sixties*, pp. 52-54.

Webb, *New Britain*, pp. 36-41.

Rose, *Politics in Britain*.

Richmond, "United Kingdom."

give a report on the British family as
the American family. Ask: What differences
hat differences are there in British fami-
hanges seem to be taking place? Why? (Or
pupils assume the roles of an American
shman discussing differences and similarities
y systems of the two countries.) Ask: Does
sented in this report support or contradict
is set up by the class? (See activity #10.)

Richmond, "United Kingdom," pp. 110-121.

es from Faris on relationships between
married children in Bethnal Green, London.
do British and American married couples

Faris, ed., *Handbook of Modern Sociology*, p. 726.

S. Tests hypotheses against data.

S. Generalizes from data.

G. In political conflict there is a struggle over control of scarce values or goals; these goals may be economic or non-economic. The conflicting sides attempt to use the authority of the political system to win the conflict.

S. Applies previously-learned concepts and generalizations.

G. The political system is the authoritative allocator, the mechanism by which society finally and ultimately

g. Growing British crime ra
panied some of the socia
of World War II and the
Even though it is diffic
parisons between countri
seem to be much lower in
the U.S.

2. The British political system
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g. Growing British crime rates have accompanied some of the social disorganization of World War II and the post-war era. Even though it is difficult to make comparisons between countries, crime rates seem to be much lower in Britain than in the U.S.

2. The British political system is democratic, although it differs in major respects from some other democratic systems such as our own.

compare in the closeness of their relationships with parents and brothers and sisters? Can you think of any possible explanations for this difference?

22. Quote a statement characterizing the British as a more law-abiding people than the Americans. Now have a pupil give a report on crime rates in Britain as compared with the U.S. Discuss: Why is it difficult to compare rates between different countries? How does the trend in crime rates compare in Britain and in the U.S.? What might account for growth in both rates? Do you think the general rates confirm or disprove the statement that the British tend to be more law-abiding than Americans? Why?

23. By way of summary, have pupils return to the list of characteristics of different ideal-types of societies. How would the class characterize Britain? In what ways does Britain vary from the ideal type? How does it compare with the U.S. in terms of its fit with this ideal type?

24. Review the meaning of "political conflict." Ask pupils for examples of such conflict from their study of past courses and from the past history of Western Europe. Ask: Why is there a need for some system by which such conflict can be accommodated?

25. Ask: What is meant by a political system? How does the political system differ from other parts of the social system? (Review meaning and characteristics from earlie

he closeness of their relationships with
orothers and sisters? Can you think of any
lanations for this difference?

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people than the Americans. Now have a pupil
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rates confirm or disprove the statement
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y?

Richmond, "United Kingdom,"
pp. 86-94.

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from the past history of Western Europe.
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be accommodated?

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stem differ from other parts of the social
iew meaning and characteristics from earlier

decides which interests, goals, and wants shall be enforced on and in society. It is marked by universality, legitimacy, and a monopoly and finality of force.

G. The political system includes a number of major components: individuals, political organizations, institutions, and decision-makers. Each component affects the other components.

G. Democracy as a political form is based on the assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to have it.

a. The British governme
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major components: in-
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the assumption that
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what is good for them and
are entitled to have it.

a. The British government is a democracy even though it has the form of a monarchy and lacks some of the institutional forms which Americans consider essential for the preservation of democracy.

grades. See particularly grade 8, overview.)

26. Review the components of a political system by placing on the board the major components of Sorauf's chart. Do not include lines connecting components at first. Have pupils try to figure out how these lines should be drawn. Or do not put anything on the board until you have asked pupils: What do you think should be included as the parts or components of the political system? Gradually build up a chart by way of review of material in the 8th grade course. (See Grade 8 overview.)

See Sorauf, "P
(Background Pa
project.)

27. Have pupils analyze rather quickly some of the political systems of the historical periods of Western Europe in terms of the definitions of a political system. Have them compare the components in one or two of these systems with those in our own political system.

28. Ask pupils to suggest the characteristics of a democratic form of government. List on board, and see if class can come to some agreement. Pupils may list some institutional characteristics which are part of our system of government but not of all democratic systems. If they do not, tell them that some people have thought that a country could not have a democratic form of government without certain insititutions. See if pupils agree. Do not try to come to any conclusions about such institutional devices at the moment. Ask pupils to keep this list in mind as they study the British political system. They should try to decide whether or not the British political system is democratic and whether or not they wish to modify their original list of democratic characteristics.

ticularly grade 8, overview.)

onents of a political system by placing
e major components of Sorauf's chart. Do
es connecting components at first. Have
igure out how these lines should be
t put anything on the board until you
ls: What do you think should be included
components of the political system? Grad-
a chart by way of review of material in the
e. (See Grade 8 overview.)

lyze rather quickly some of the political
historical periods of Western Europe in
finitions of a political system. Have
e components in one or two of these systems
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ecide whether or not the British poli-
democratic and whether or not they wish
original list of democratic characteristics.

See Sorauf, "Political Science"
(Background Paper #8 for the
project.)

S. Sets up hypotheses.

G. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made.

  a. They set the procedures of decision-making.

  b. They set the powers of the decision-makers.

  c. They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.

S. Draws inferences from charts.

G. Constitutions may be written documents, but in some cases they exist wholly or in large part as custom and tradition.

G. Constitutions change by formal amendment but more importantly by changes in custom and interpretation.

1) Although the British
monarchy, the crown i
political power. It r
portant political sym
ple of Great Britain
wealth.

2) In Great Britain there
codified, constitution
British Constitution i
of specific documents,
and practice. It can b
two minor exceptions,
majority vote in the H
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1) Although the British government is a monarchy, the crown is no significant political power. It remains as an important political symbol for the people of Great Britain and the Commonwealth.

2) In Great Britain there is no single, codified, constitutional document; the British Constitution is a collection of specific documents, laws, traditions, and practice. It can be changed, with two minor exceptions, by a simple majority vote in the House of Commons. The lack of a single written constitution does not make the constitution any less influential, however, than

29. Remind pupils that Britain does not have a written constitution. Ask: What hypothesis would you set up for the relationship between written and unwritten constitutions and civil liberties? Let pupils set up an hypothesis to test as they study the British political system.

30. Have a student prepare a large wall chart or a transparency for projection with an overhead projector on the role of the British monarchy. Have pupils study the chart. Then discuss: How does the present-day role of the monarch compare with the role of the monarch in the early 17th century? with the role of the American president? Is the monarch just a figurehead? Tell the class that some English have argued that the monarchy should be abolished but that most want to preserve the monarchy. What arguments might both sides raise?

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31. Read aloud a brief quotation on what the British constitution is. Discuss: If the constitution can be changed at will by the British Parliament, is it really a constitution? What influence do you think the constitution might have upon the British system? Now read aloud one or more quotations from authorities on the British political system about the importance of the constitution.

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that Britain does not have a written
Ask: What hypothesis would you set up
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and civil liberties? Let pupils set
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Rose, Politics in England, pp. 51-52, 192, 237-241.

Theobald, ed., Britain in the Sixties, pp. 21, 127.

Richmond, "The United Kingdom," p. 94.

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scuss: If the constitution can be changed
e British Parliament, is it really a consti-
influence do you think the constitution
on the British system? Now read aloud one
tions from authorities on the British poli-
about the importance of the constitution.

See Carter, et.al., Major Foreign Powers, pp. 25-32. for a discussion of the constitution.

G. Constitutions must have an ultimate interpreter, since they are of nature ambiguous and non-specific. However, courts need not be the final interpreter; this function may reside in the legislative body.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PRECONCEPTIONS.

S. Sets up hypotheses.

G. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do. Deadlock is ruled out of the operation of parliamentary systems by the dependence of the cabinet on the ongoing support of a majority of the legislators.

S. Identifies differences in data.

S. Generalizes from data.

the American writte

3) Britain has a parli
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3) Britain has a parliamentary system of government rather than the separation of powers which characterizes the U.S. system.

   a) Although Parliament is made up of two bodies, the House of Lords has gradually lost all but the power of delay over legislation.

   b) The real executive branch in the government is made up of the leaders of the majority party in the House of Commons. The cabinet develops the legislative program and steers it through Parliament and also carries out the laws. The cabinet

32. Have a pupil prepare a chart which compares the British parliamentary system of government with the American separation of powers. Discuss in class: What do you think might be the differing effects of each type of structure upon: (a) democracy, (b) speed of action, (c) the power of the top governmental official, (d) political parties? (Have pupils set up hypotheses to check.)	For chart, and Herri _Action_, p.
33. Have a pupil make a large wall chart which shows the membership and powers of the House of Lords. Have the class examine the chart and then discuss the statement: "The House of Lords might as well be abolished. It no longer serves any function in the British political system."	Carter, e _Powers_, p Saywell a _wealth of_
34. Have a group of good students present a panel discussion on the powers of the Prime Minister. Afterwards discuss: How does the Prime Minister's powers compare with those of the President of the U.S.? What limits are there upon his powers	Carter, e _Powers_, p Rose, _Pol_ pp. 155-1
Read aloud sections of Hinton's article on "The Prime	Reprinted

l prepare a chart which compares the British
ry system of government with the American
of powers. Discuss in class: What do you
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pon: (a) democracy, (b) speed of action, (c)
f the top governmental official, (d) political
ave pupils set up hypotheses to check.)

For chart, see Keohane, Keohane, and Herrick, Government in Action, p. 244.

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Carter, et.al., Major Foreign Powers, pp. 104-108.

Saywell and Ricker, Commonwealth of Nations, pp. 28-29.

p of good students present a panel discussion
rs of the Prime Minister. Afterwards discuss:
e Prime Minister's powers compare with those
ident of the U.S.? What limits are there upon

Carter, et.al., Major Foreign Powers, pp. 118-22.

Rose, Politics in England, pp. 155-156, 192-93, 202-204.

sections of Hinton's article on "The Prime

Reprinted in Theobald, Britain

G. As government becomes larger, more active, and more complex, legislatures increasingly lose policy initiative to executives and bureaucracies.

S. Identifies differences in data.

S. Generalizes from data.

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legislative program an
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The Prime Minister has
powers under this syst
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c) Parliament has been de
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Cabinet has gained in
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is responsible as a whole for the legislative program and also for governmental administration. Responsibility is focused rather than diffused as in the American system. The Prime Minister has extraordinar powers under this system of government.

c) Parliament has been declining in real legislative power as the Cabinet has gained in power. The House of Commons may examine details of the cabinet's legislative program and may persuade government leaders to modify some of thes details; however, it almost always approves the Cabinet's program.

Minister as an Elected Monarch." Discuss: Is Britain a democracy?

in the

35. Have several pupils present a panel discussion on the question: How does the British cabinet differ from the cabinet in the U.S.?

Rose,
pp. 19

Carter
Powers

36. Have a pupil present a report on the role of the House of Commons in legislation. Afterwards discuss: How does the power of the House of Commons compare with the power of the U.S. Congress over legislation? Why? How does the role of the opposition differ? How does the power of the Parliament today compare with its power in the early 19th century?

Carter
Powers

Rose,
pp. 20

Saywel
wealth

37. Have a pupil pretend to be a leading politician from a colony which is about to become independent. He has visited the British House of Commons and the U.S. Congress and studied their systems of committees. He should write a report making his own recommendations about what kind of committee system should be used in his own country's legislative body. The report should summarize advantages and disadvantages of each system. Ditto the report and distribute to class members for study. Then have class members pretend to be members of an assembly of this colony who are discussing the report. They should

Carter
Powers

Taylor
at Wor

Elected Monarch." Discuss: Is Britain a

in the Sixties, pp. 15-22.

upils present a panel discussion on the
does the British cabinet differ from the
U.S.?

Rose, Politics in England,
pp. 191-207.

Carter, et.al., Major Foreign
Powers, pp. 113-118.

resent a report on the role of the House
legislation. Afterwards discuss: How does
he House of Commons compare with the power
ngress over legislation? Why? How does the
pposition differ? How does the power of the
day compare with its power in the early

Carter, et.al., Major Foreign
Powers, pp. 80-82.

Rose, Politics in England,
pp. 207-218.

Saywell and Ricker, Commonwealth of Nations, pp. 26-28.

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is about to become independent. He has
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t making his own recommendations about what
ttee system should be used in his own coun-
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ho are discussing the report. They should

Carter, et.al., Major Foreign
Powers, pp. 93-94.

Taylor, The House of Commons
at Work, ch. 5.

G. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made. They thus affect decision-making. (They set the powers of the decision-makers.)

G. Larger, complex bureaucracies result from the growing governmental roles in mature, industrial societies.

G. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

G. The role of the judiciary depends on the system of law and the nature of the constitution it must expound.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

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e) The chief cour
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d) The civil service plays an important role in the administration and even in the development of political parties.

e) The chief court in England cannot declare acts of Parliament unconstitutional. Instead, the British Parliament must decide whether to pass a law in terms of the unwritte
constitution. The British judiciary remains aloof from British politics because it is not required to decide constitutional issues raising questions of great political impact

4) The British government is unitary rather than federal. There are not states, such as we have, and the citie
can be controlled by the central goverr
ment. However, there is a good deal of local political activity and policy
making.

role-play the debate over the recommendation.

38. Have a pupil prepare a bulletin board display comparing the Speaker of the British House of Commons and the Speaker of the U.S. House of Representatives. Discuss the display in class. Ask: What effects would this difference in governmental structure have upon the political system?	Carter, et Powers, p.
39. Have a pupil present a report comparing the British and American civil service systems. Discuss: Is Rose justified in saying that some members of the civil service should be called national political leaders who help make public policy?	Carter, et Powers, pp Rose, Poli pp. 197-20
40. Remind pupils of the fact that the British judiciary cannot declare acts of Parliament unconstitutional. Ask: How does the power of the British judiciary compare with that of our Supreme Court? What is the effect of the difference in power upon the role of the courts in the political system? Upon the way in which people try to use the Courts to achieve political ends?	
41. Have a pupil prepare a chart comparing the American federal system of government with the British unitary system of government. Discuss: What effects would each types of structure have?	Rose, Poli pp. 201,20 Saywell an wealth of 26, 31.

Or have several students role-play a discussion between an English political leader and an American political debate over the recommendation.

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the British House of Commons and the
U.S. House of Representatives. Discuss
class. Ask: What effects would this dif-
ernmental structure have upon the poli-

Carter, et.al., Major Foreign Powers, p. 79.

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that some members of the civil service
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Carter, et.al., Major Foreign Powers, pp. 150-161.

Rose, Politics of England, pp. 197-200, 94.

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of government with the British unitary
nment. Discuss: What effects would each
ure have?

Rose, Politics in England, pp. 201,202.

Saywell and Ricker, Commonwealth of Nations, pp. 25-26, 31.

students role-play a discussion between
ical leader and an American political

S. Applies previously-learned concepts and generalizations.

G. Political power is unevenly distributed through a population even in a democracy; the concept of political equality or one man--one vote insures only a minimum opportunity for influence.

G. Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

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6) Part of the jo
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b. English political
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1) British politi
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5) Political power is unevenly distribute in the system, but this is true of other democracies too.

6) Part of the job of political leaders in Britain is to build consensus for programs, not just to do what they think the people already wish. However, unless leaders are successful in doing so, they can be turned out of office by the people at election time.

b. English political norms have been developing over centuries; although they have been adapted to meet new problems, they show remarkable cultural continuity.

1) British politics is not torn by major conflicts over religion, nationality, race, or language.

leader on the advantages and disadvantages of the unitary and federal system of government. Include both national and local leaders in such a discussion.

42. Discuss: Who has the greatest political power in Britain? Can we call Britain a democracy when some people have more power than others? Why or why not? What gives some people in this country more political power than other people?

43. Discuss: What do you think political scientists mean by consent? Ask a pupil to come to the chalkboard and draw a rough flow chart on the board showing how consent should move in a democracy. If he shows it moving only from the people to the leaders, ask: Should the President take only that action which public opinion presses upon him? Why or why not? Try to review from earlier courses the importance of the building of consent by political leaders. Then turn the discussion to Britain. Is it more or less important in Britain to have the cabinet officials try to build support for political policies than it is in the United Staes? Why?

44. Ask: What kinds of conflicts tend to make it difficult for a country to develop a stable government? (Review what pupils have learned from the 10th grade course in U.S. history and from the study of the Middle East and current affairs.) List some of these conflicts on the board. Then have pupils try to decide from their study of the history of Western Europe and the British social system, whether or not these conflicts would still be important in Britain or as important as in France and

Rose,
ch. 1

Holt
unit.

on the advantages and disadvantages of the unitary
eral system of government. Include both national
al leaders in such a discussion.

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call Britain a democracy when some people have
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whether or not these conflicts would still be
t in Britain or as important as in France and

Rose, Politics in England,
ch. 1.

Holt background paper for
unit.

G. Conflict is cumulative, and a society divided along x axes will more easily achieve compromise than a society divided along 5x axes; resentments are easily transferred from one issue to another.

G. Many political systems have promoted compromise by withdrawing certain fundamental areas of disagreement (such as the place and role of religion) from the political arena.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

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s.

a) English people have a strong sense of national identity. This may be due in part to the fact that its island location helped prevent repeated invasions. It also helped reduce movements of population of different nationalities to England.

b) The English managed to settle three important kinds of cultural conflict, which cause political conflict in some countries, prior to the industrial revolution and to the extension of suffrage.

   (1) It developed a strong central government.

   (2) It defined its national borders (although Ireland later became a matter for dispute).

   (3) It worked out a settlement of the religious disputes.

2) The English developed its political institutions gradually over hundreds of years. These institutions have been modified, but they are deeply imbedded in the English culture.

3) Beginning with the Reform Act of 1832, the English began the process of adapting its political and later its econo-

Germany. Now quote Rose and/or Holt about the importance of the fact that some of these kinds of conflicts have been removed from the political arena or resolved to a large extent in Britain.

45. Have pupils list some of the British political institutions on the chalkboard. Then have them review what they have learned about the history of England to try to identify the length of time that each has existed in some form in England. Discuss: How have some of these institutions changed over time? How do you think their longevity might contribute to stable government?

Carter, et.a
Powers, pp.

46. Review what pupils learned about the causes of the Reform Act of 1832. Ask: Why did those in power agree to the extension of the vote and other electoral reforms?

Rose, Politic
p. 31.

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Carter, et.al., Major Foreign Powers, pp. 18-25.

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Rose, Politics of England, p. 31.

S. Interprets tables.

G. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.

G. Status may be acquired by birth, achievement, or some combination of birth and achievement.

G. Some values are conducive to change; some make change more difficult.

G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

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mic institutions to prevent more violent political eruptions and preserve basic political institutions. These reforms made it diffcult for those who favored radical changes to gain much popular support.

4) There is a high level of agreement amor the British upon certain basic political norms, including how issues shou be decided, even though there are differences about current issues.

   a) The English do not place the same value upon social equality that Americans do; indeed, they approve class differences, and look up to those whom they consider superior, whether because of birth, or wealth, or education.

      (1) The English do not have the Jacksonian idea that everyone is capable of holding public office.

      (2) The English do not expect politicians to adopt plan folks techniques. They expect them to hold themselves somewhat aloof from the masses.

      (3) There is a growing difference between the two major parties about social equality.

What other reforms can pupils think of which indicate this willingness to grant some changes to prevent violent eruptions? What effects would such reforms have upon movements for radical changes?

47. Project the table on "Party Attitudes toward Cultural Norms and Symbols" from Rose. Define some of the terms, using Rose's descriptions. Then have pupil identify those norms and symbols on which there is agreement among all parties and those upon which there is the most disagreement. Quote Rose on the extent of agreement upon norms in England. Discuss: Why is the agreement on basic political norms important?

Rose, *Politics*
p. 56.

Now have a pupil report on Rose's analysis of these political values. He should explain them in more detail and should discuss their implications for the political system.

Rose, *Politics*
ch. 2.

r reforms can pupils think of which indicate
ingness to grant some changes to prevent violent
? What effects would such reforms have upon
for radical changes?

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norms in England. Discuss: Why is the agree-
asic political norms important?

Rose, Politics of England, p. 56.

a pupil report on Rose's analysis of these
values. He should explain them in more detail
d discuss their implications for the political

Rose, Politics of England, ch. 2.

b) The English place a high value upo trust in political affairs; they expect political leaders to behave in a trustworthy fashion toward political opponents as well as members of their own party. They expe them to live within constitutional principles.

c) There is not the publicity about political decisions that there is in the U.S. The people trust the leaders, who are allowed to make many decisions without much publicity.

d) The English place a high value upon collective consultation. They accept consultation of economic and social pressure groups as a valuable part of the political process.

e) A large majority of the English people believe that the government does affect their daily lives and that it is beneficial.

f) There is a great deal of agreement today among people of all political beliefs that the government should provide basic welfare services for the people. There is no such agreement upon free higher education which would provide economic opportunities valued in the U.S.

G. Some values are conducive to change; some make change more difficult.

S. Interprets tables.

S. Identifies differences in data.

G. The agencies of political socialization include those within the political system as well as those without.

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g) There is wide support for gradual change and reform rather than for standpatism or radical change. There is stronger feeling about national traditions than in this country which empasizes dynamic change.

h) The English have a strong feeling about the importance of liberty; political parties as well as the people rise up to protest any possible infringement upon these liberties. There has been far less restriction of liberty in England as a reaction to the communist scare than there has been in the U.S., despite our written constitution

c. In England the various groups providing political socialization seem to work together to reinforce the political beliefs of individuals.

48. Project the table on "The Historical Roots of English Political Culture." Have pupils examine changes over the three periods and note ways in which the culture of the post-1918 period has shifted back more in line with the political culture of pre-industrial revolution days. Have pupils figure out the percentage of values which have shifted from negative to positive or positive to negative from pre-industrial days to the present. Ask: What percentage of values show sharp conflicts today?

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49. Quote several authors about the importance of civil liberties in Britain and ways in which they are protected. Discuss: How do ways of safeguarding civil liberties differ in Britain and in the U.S.?

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50. Read aloud two life histories showing life-long cumulative political socialization as described by Rose. Discuss: Do the various agencies of political socialization tend to reinforce each other or work to counteract each other in England? Why? How do cross pressures

Rose
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he table on "The Historical Roots of English Culture." Have pupils examine changes over periods and note ways in which the culture st-1918 period has shifted back more in line political culture of pre-industrial revolu- . Have pupils figure out the percentage of ich have shifted from negative to positive or to negative from pre-industrial days to the Ask: What percentage of values show sharp con- day?

Pye and Verba, eds., Political Culture and Political Development, p. 104.

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Carter, et.al., Major Foreign Powers, p. 88.

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Rose, Politics in England, pp. 76-77.

G. Different patterns of political socialization are often the product of different experiences of socio-economic status groups; they are, therefore, related to class and status differences.

G. The process of political socialization is a continuous process; the individual continually acquires new values and patterns of behavior, and a sharp change in his life may result in re-socialization.

G. The agencies of political socialization include those within the political system as well as those without.

G. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the governmental structure, and on the electoral system.

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1) Those of the upper class find their beliefs reinforced by the kinds of schools they go to, the groups they belong to, and the occupations they engage in as well as by the beliefs fostered in their families.

2) There is much less cross pressure upon individuals than in the U.S., partly because of the class distinctions.

3) The political parties are able to influence voter's attitudes toward issues because of the voters' basic emotional attachment to the party. This is true, even though many of the voters do not take the same stand on issues as their party does when the party stand is not identified for them.

d. Although Britain has a two-party system, the party organization differs considerably from that in the U.S.

1) There are two major political parties in Britain, although a third party can sometimes be important in par-

in politics compare in England and in the U.S.? (If pupils have not studied the 8th grade course in the Project Social Studies Curriculum, it may be necessary at this point to project several tables showing the many cross pressures on some people and the effect of these cross pressures. Otherwise merely review at this time.) How do cross pressures affect political activity of voters? How does the lack of many cross pressures in England affect the political system?

51. Have a student give a report on the way in which British schooling reinforced differences in social and political attitudes among different classes in England.

Rose, Politics
pp. 65-72.

52. Give pupils results of polls of people on issues when the party stand on issues was not identified for them and also the poll on issues when the people knew the stand of parties. Discuss in terms of the ability of the party to influence party members about political issues.

Rose, Politics
pp. 75-76.

53. Either have a group of pupils present a symposium on the political parties in Britain or have pupils read current magazine articles about the parties. Afterwards discuss: Wny do you think Britain has a two-party system whereas some parliamentary governments have had a multiple-party system? What factors promoting a two-party system are similar to those in the U.S.? Which

Rose, Politics
ch. 7.

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nave not studied the 8th grade course in the
Social Studies Curriculum, it may be necessary
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Rose, *Politics in England*, pp. 65-72.

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Rose, *Politics in England*, ch. 7.

G. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority electoral support, the party in a plural society has to make compromises to the conflicting attitudes, interests, and ideologies in the society.

G. The relative centralization or decentralization of power within political parties reflects in great part the centralization or decentralization of authority within the political system as a whole.

G. Parliamentary systems, which depend on legislative majorities to support cabinets, compel the parties to greater organizational efforts on legislators than does the American system.

G. In parliamentary systems the increasing power of the cabinet has enabled the parties of the cabinet to demand cohesive support by their

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3) British political
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demand cohesive support by their

ticular elections. These parties do have a number of cliques, but they compromise differences among members in order to win elections and control over the government.

2) The attitude of the people toward th
party out of power is important; this party is called the "loyal opposition" and is assigned a certain amount of time in the House of Commons sessions for debate. However, its primary role is to criticize and obtain modifications of policies, not to obstruct as the opposition party in Congress sometimes does.

3) British political parties are more centralized and disciplined than are political parties in the U.S.

    a) The national party exerts more discipline over party members in Parliament than do national parties in the U.S. The party may oust a member of Parliament if he votes against party polici

    b) The parliamentary system with its need to pass the cabinet's legislative programs if the party is to retain executive power, leads to greater unity among party members in Parliament than American political ones differ?

54. Read aloud a brief quotation about the "Loyal Opposition" and tell pupils that the leader of the opposition is paid for doing this job. Discuss: Why do you think the British place so much emphasis upon the opposition and call it the loyal opposition?

Now have a pupil give a brief report on the role of the opposition in Parliament. Discuss: How does this role resemble or differ from the minority party role in Congress?

55. Have two pupils role-play an interview between an American newspaper reporter and a British political leader on the structure of political parties and how they compare with U.S. parties. Or have a group of pupils present a "Meet the Press" program in which a British political leader is the person being asked questions. The questions should be aimed at bringing out reasons for the greater discipline as well as the differences between the two countries. Afterwards discuss: What effect does this difference in party structure have upon the ease or difficulty of breaking into politics? What effect does this difference have upon party responsibility? Upon democracy?

Richmond, "The U
dom," p. 95.

Rose, *Politics i*
p. 51.

Carter, et.al.,
Powers,pp. 84-87

Rose, *Politics i*
pp. 207-208.

Carter, et.al.,
Powers, pp. 98-1

Rose, *Politics i*
ch. 7.

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Richmond, "The United Kingdom," p. 95.

Rose, Politics in England, p. 51.

Carter, et.al., Major Foreign Powers, pp. 84-87.

Rose, Politics in England, pp. 207-208.

Carter, et.al., Major Foreign Powers, pp. 98-101.

Rose, Politics in England, ch. 7.

members in parliament.

G. Control of the process of nomination is essential in order to control the election of public officials; any limitation on party nomination tends to diminish the party role in the political system.

G. Any organized group delegates responsibilities and rights; they assign certain role behaviors; this division of labor creates hierarchical authority relationships.

G. The representative faces conflicting demands to represent the district which elected him, the party on whose ticket and symbol he ran, and

parties show in Co

c) The party has more
is nominated than
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d) In British electio
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Voters vote for or
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e) The two major part
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f) The party system r
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g) However, even in B
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emands to represent the district
elected him, the party on
ticket and symbol he ran, and

parties show in Congress.

c) The party has more to say over who is nominated than parties do in this country under the primary system.

d) In British elections, the candidates for Parliament run in support of the policies of particular parties. Voters vote for or against parties rather than for or against men to a much greater degree than in the U.S.

e) The two major parties differ in terms of organizational structure and the way in which the party reaches decisions on policy matters; however, the unitary system combined with the parliamentary type of government gives the leader of the party and his chief aids far more control and influence over the party than such leaders have in this country.

f) The party system reflects in large part the unitary form of government.

g) However, even in Britain, the member of Parliament faces role conflict.

56. If Britain is having an election campaign currently, have pupils follow the campaign on television and in magazines and newspapers.

Have a pupil prepare a bulletin board comparing the American and British system of elections. It should show how elections are called, the length of ballot, the system of election districts, who may run in districts, the length of campaigns, and emphases in campaigns.

57. Review with pupils the kinds of role conflict which U.S. congressmen face. (See 8th grade course.) Or if pupils have not had the 8th grade course, use the Project Social Studies paper on Role Perceptions of Legislators to develop

Carter, et. al
Foreign Powers

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Carter, et. al., Major Foreign Powers, pp. 101-102.

the entire political system to which he takes his oath of office.

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence, etc. and as a result those advisors who can provide him with these have an important base for exerting power and influence on the official.

G. Political power may rest in formal governmental positions, but it need not.

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differ from those in
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e. National political leaders in Britain differ from those in the U.S. both in terms of recruitment and in training. Recruitment from the upper socio-economic classes and the training in schools and in national politics from the beginning of political careers affects the kinds of leaders and political policies made by both major parties.

1) National political leaders include important civil servants and leaders of important national pressure groups as well as leaders in Parliament.

this idea of role conflict. Now discuss: Would role conflict be less severe or more severe among British members of the House of Commons than among members of Congress? Why? Would you expect there to be any role conflict among the British members? Why or why not?

58. If there is a copy of Keohane, Keohane, and Herrick's Government in Action in the school, have a pupil read p. 152 (1953 edition) on the four differences between British and American political parties. He should identify these differences for the class which should then discuss them in the light of other readings. What effects are these differences likely to have upon the political system?

Keohane, Keoha
Gov't in Actio

59. Place on the blackboard Rose's classification of the four major levels of political roles in England. Define them briefly. Then discuss: How do these roles differ from those in the U.S.?

Rose, Politics
pp. 83-85, 90-

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on the blackboard Rose's classification of the ajor levels of political roles in England. Define riefly. Then discuss: How do these roles differ hose in the U.S.?	Rose, *Politics in England*, pp. 83-85, 90-93.

G. Any decision is in part a product of the internalized values, perceptions, and the experiences of the persons making the decision.

S. Draws inferences from tables.

G. Political leadership is usually drawn from high social and economic status groups.

G. Upper middle-class and upper class groups in most countries acquire the education which leads to the necessary skills for political power.

G. The unequal distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in the society.

G. Selective recruitment of bureaucracy may be and often has been responsible for its definition of its political role.

S. Interprets tables.

G. The individual citizen or participant in the political process ap-

2) National politicians i
do not generally come
ranks of local politic
begin their careers at
level.

3) National government le
and large recruited fr
general socio-economic
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ctive recruitment of bureauy may be and often has been resible for its definition of its tical role.

rprets tables.

individual citizen or partici- in the political process ap-

2) National politicians in England do not generally come up through the ranks of local politicians; they begin their careers at the national level.

3) National government leaders are by and large recruited from the same general socio-economic class and from the same educational institutions. The British bureaucracy, too, has been recruited from high socio-economic groups and has had a strong bias toward political conservatism.

f. Although the British people rank high in feelings of civic competence (feelings that they can affect local and national political decisions), only a

60. Read aloud a brief statement from Rose on how national political leaders in Britain get their training at the national level rather than at the local level. Discuss: How does this way of beginning a political career compare with that in the U.S.? How might the difference lead to differences in attitudes and political behavior on the part of national political leaders?

Rose, Politics in
p. 90.

61. Project the table in Pye on education of MP's. Discuss: What does this table show about the kind of schools in which MP's were educated? What difference is there between the two parties? Give pupils figures on class and education of national political leaders in England. Discuss: How do national leaders' social class background differ in England and in U.S. (If pupils have not studied the 8th grade Project course, you may wish to use the Center's paper on background of congressmen.) Also discuss: How might this recruitment of leaders from the upper socio-economic educational levels affect the British political system?

Pye and Verba, eds
ical Culture and P
Development, p. 10
Rose, Politics in
p. 91-93,95.

62. Project the table in Almond and Verba on the "Percentage Who Report Subjective Political Competence (local and national); by nation and sex." Have pupils compare British percentages in U.S. and Germany, Italy,

Almond & Verba, C
p. 330.

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Rose, Politics in England,
p. 90.

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Pye and Verba, eds., Polit-
ical Culture and Political
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Rose, Politics in England,
p. 91-93,95.

the table in Almond and Verba on the "Per-
Who Report Subjective Political Competence
nd national); by nation and sex." Have pupils
British percentages in U.S. and Germany, Italy,

Almond & Verba, Civic Culture,
p. 330.

proaches the political process with a complex of political attitudes, outlooks, values and goals.

S. Interprets tables.

G. Political activity by which the individual seeks his goals and interests through the political system takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

S. Interprets tables.

G. Different patterns of political socialization are often the product of different experiences of socio-economic status groups; they are, therefore, related to class and status differences.

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active in politics. Howe
groups play an important
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small proportion of them are really active in politics. However, pressure groups play an important role in policy-making in Britain.

1) A large majority of the British electorate feel that they can affect political decisions.

2) A large majority of the people vote in elections but do not engage in other forms of political activity. Voting rates are higher than in the U.S., but the people vote less frequently and for fewer offices.

3) Those of the upper socio-economic class are brought up to believe that they should participate actively in political affairs.

and Mexico. Ask: In general, how do British people seem to feel about their ability to affect political decisions? Why is this attitude important?	
63. Project the table on "Political Participation in Britain." What proportion of the possible voters voted in 1959? How does this figure compare with recent voting percentages in the U.S.? (Have a student look up comparative figures if necessary.) What proportion of the possible voters were actual members of political parties? What percent were party activists?	Rose, Politics p. 89.
64. Project the table in Almond and Verba on "How active should the ordinary man be in his local community; by nation?" Have pupils compare responses of British with responses of people in the U.S., Germany, Italy, and Mexico. Discuss: Can Britain be democratic if such a small proportion believe in being active? Quote Almond and Verba's conclusions about what is needed in a democracy rather than constant active participation. Discuss their idea.	Almond and Verb Culture, pp. 12
65. Read aloud a quote from Rose on the way in which some of the Public Schools attempt to educate students for political activity. Compare with a quotation on how this differs in other schools. Discuss: Why is this difference in political socialization important?	Rose, Politics pp. 69, 70-71.

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Almond and Verba, Civic Culture, pp. 127, 346.

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cal activity. Compare with a quotation on how
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ence in political socialization important?

Rose, Politics in England, pp. 69, 70-71.

G. The interest group attempts to bring aggregates of influence to bear on decision makers by attempting to frame the possible choices the decision makers have, by direct influence, by education, and by attempts to control the selection of the decision makers.

G. Compromise is related to the relative political power of the disputants; it is most likely to occur where there is a relative equality of power and, therefore, something approaching deadlock in the decision.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

G. The interest group operates and attempts to bring influence to bear wherever in the political system public policy is being made.

G. No interest group persues its goals entirely through the political system; it is drawn into political activity only in specific instances of goal seeking.

G. The interest group serves an important role in the activating and socializing of its members into political activity.

4) Pressure group acti
differs somewhat fr
Labor unions have pl
portant role in one
and the political n
consultation by gov
with pressure group

nterest group attempts to bring
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it is drawn into political act-
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seeking.

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role in the activating and
lizing of its members into
ical activity.

4) Pressure group activity in Britain differs somewhat from that in the U.S. Labor unions have played a more important role in one political party and the political norms call for more consultation by government leaders with pressure group leaders.

66. Have a pupil give a report on "Interest Groups in Operation in Britain." He should try to compare pressure group activity in Britain and in the U.S.	Rose, Politics in ch. 6. Carter, et. al., N Foreign Powers, p.

il give a report on "Interest Groups in Op-
Britain." He should try to compare pres-
activity in Britain and in the U.S.

Rose, Politics in England, ch. 6.
Carter, et. al., Major Foreign Powers, p. 101.

C. Applies previously-learned concepts and generalizations.

G. The decision-maker reacts to pressures from those outside government.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decisions.

G. The structure of government constitutes the arena within which political decisions are made. They thus affect decision-making.

g. Just as in the U.S., pol
making is affected by a

ies previously-learned con-
and generalizations.

ecision-maker reacts to pres-
from those outside govern-

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tructure of government consti-
the arena within which po-
al decisions are made. They
affect decision-making.

g. Just as in the U.S., political decision-making is affected by a number of factors

67. Have a pupil give a report on the British labor union movement. Then hold a class discussion on the question: How does the British labor union movement compare with the labor movement in this country?

Rose, Politics in
pp. 124-125.
Richmond, "The Un
dom," pp. 79-80

68. Have a good student give a report on the establishment of the National Health Service. He should emphasize the many forces which operated and the role of the medical association in negotiation on the details of the administration of the service.

Christoph, ed., C
Comparative Polit
3-43.

69. If pupils have studied the eighth grade course on Our Political System or if they have had the tenth grade course in the Center's curriculum, review the factors which they think tend to affect political decision-making in this country. Then have them summarize this section on the British political system by trying to decide whether or not these factors affect political decision-making in Britain. If not, how do the factors differ? If pupils have not studied earlier Project Social Studies courses, let them begin by trying to identify factors affecting political decision-making in Britain. Then have them try to compare these factors with those in the U.S.

70. Show the film The Invisible Keystone on the British constitutional and parliamentary system and the relationships of the Commonwealth. Discuss: How does the information in this film compare with that which you have learned from other kinds of sources? Summarize

Film: The Invis
stone, Nat'l. F
Canada, 27 min.

pupil give a report on the British labor union t. Then hold a class discussion on the ques- How does the British labor union movement com- th the labor movement in this country?	Rose, *Politics in England*, pp. 124-125. Richmond, "The United Kingdom," pp. 79-80
good student give a report on the establishment National Health Service. He should emphasize y forces which operated and the role of the association in negotiation on the details of inistration of the service.	Christoph, ed., *Cases in Comparative Politics*, pp. 3-43.
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G. Every economic system faces scarcity or lack of enough productive resources to satisfy all human wants.

G. Certain basic economic questions related to allocation are answered or decided in some fashion by every society, although perhaps by no other way than by tradition. These questions are: (1) What and how much of each good should be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the population?

S. Applies previously-learned concepts and generalizations.

G. In a private enterprise system it

3. The British have a mixed econo government ownership and welfa than does the U.S.

/ economic system faces scarc-
or lack of enough productive
rces to satisfy all human wants.

in basic economic questions
ed to allocation are answered
cided in some fashion by every
ty, although perhaps by no other
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ervices be produced? (4) How
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ibuted among the population?

ies previously-learned concepts
generalizations.

private enterprise system it

3. The British have a mixed economy with more government ownership and welfare activities than does the U.S.

the differences between the British and the American systems of government. What do the two systems have in common?

71. Have pupils pretend that they were Englishmen living in the earlier 17th century. They fell asleep and like Rip Van Winkle did not wake up for many years. They awaken today and write an article for a British newspaper about their impressions. The article should compare the British government today with that in the early 17th century.

72. Review what pupils learned in earlier grades about basic economic questions facing all societies and the way in which these questions are worked out in the U.S. economic system.

is the market which translates demand and supply into a price system and which is chiefly responsible for the way in which basic economic questions are worked out. The market serves to determine largely what shall be produced, how much shall be produced, how it shall be produced, and who shall get what part of the productions. However, government policies and factors which interfere with perfect competition also affect the allocation of resources and goods.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by government and by consumers and businessmen.

G. Monopolies can keep prices of goods high by reducing the quantity produced. They thus interfere with the mechanism by which production is altered to suit consumer demands.

a. Britain is primarily a ma
although it has more nati
of industry than does the
States, and there has bee
dency toward monopolistic
than in the U.S.

 1) The great majority of
 tries and of land are
 privately and subject

 2) Prior to World War II,
 trends became quite no
 were subjected to litt
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h public and private owner-
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nment and by consumers and
men.

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reducing the quantity produced.
s interfere with the mechanism
production is altered to suit
demands.

a. Britain is primarily a market economy, although it has more nationalization of industry than does the United States, and there has been more tendency toward monopolistic practices than in the U.S.

   1) The great majority of British industries and of land are still owned privately and subject to the market.

   2) Prior to World War II, monopolistic trends became quite noticeable and were subjected to little regulation. British firms were protected by high tariffs from foreign competition.

73. Place on the chalkboard some figures on the proportion of British production coming from private as against publicly-owned firms and the proportion of workers in government industries. Place on the board also a line with complete government ownership at one end and a market economy at the other end. Where would pupils place the U.S. on this scale? Where would they place Britain according to the figures which they have just seen?

Wilcox, et. al., Ec
the World Today, p.
Richmond, "The Unit
dom," pp. 76-77.

74. Quote one or two authors on the trend toward monopoly in Britain between the two world wars and the attitude of the British government toward monopoly. Discuss: How did this trend compare with trends in the U.S. at this time? How did the legal status of monopolies compare with those in the U.S.? Point out that Britain raised tariffs sharply during the 1930's. Discuss:

Wilcox et. al., Eco
the World Today, pp
Richmond, "United K
p. 78.

chalkboard some figures on the proportion
oduction coming from private as against
d firms and the proportion of workers in
dustries. Place on the board also a line
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. on this scale? Where would they place
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Wilcox, et. al., *Economies of the World Today*, p. 54.
Richmond, "The United Kingdom," pp. 76-77.

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Wilcox et. al., *Economies of the World Today*, pp. 53-54.
Richmond, "United Kingdom," p. 78.

A. IS SCEPTICAL OF PANACEAS.

G. If resources are used to satisfy one want, they cannot be used to satisfy another. Misallocation of resources costs consumers what they could otherwise have had.

3) Following World War II,
Labor Government moved t
coal, gas, electricity,
and steel; the conservat
ment later denationalize
some transport but in ge
the nationalization of t
industries.

a) The Labor government
nationalization for a
reasons, including a
crease efficiency, re
industry on a larger
rid of the power of s
lies, increase invest
bring about faster ec
and increased product
increase wages and wo

b) The results of natior
been uneven in achiev
goals.

c) The nationalization c
industries has led to
of rational allocatic

CAL OF PANACEAS.

rces are used to satisfy
they cannot be used to
another. Misallocation of
costs consumers what they
erwise have had.

3) Following World War II, the new Labor Government moved to nationalize coal, gas, electricity, transport, and steel; the conservative government later denationalized steel and some transport but in general accepted the nationalization of the other industries.

   a) The Labor government turned to nationalization for a variety of reasons, including a desire to increase efficiency, reorganize industry on a larger scale, get rid of the power of some monopolies, increase investment and so bring about faster economic growth and increased productivity, and increase wages and workers' morale.

   b) The results of nationalization have been uneven in achieving these goals.

   c) The nationalization of these key industries has led to problems of rational allocation of resources.

How would these tariffs help businesses develop monopolies? Now review what pupils learned in the tenth grade about the advantages and disadvantages of monopolistic practices. Discuss: What effects might monopolistic trends have upon productivity per worker?

75. Discuss: Why might a government wish to take over ownership of some industries? Have several pupils assume the role of Labor Party leaders as they discussed the desirability of nationalization of industry in 1945. Pupils should discuss the actual reasons given by leaders for nationalization.

Wilcox, et. al., Eco
the World Today, p.

76. Write on the board a list of some of the industries nationalized after World War II. Now have several pupils assume the roles of economic advisers to the British government. They should discuss the effects of nationalization upon the different industries. Has nationalization achieved the goals desired for nationalization? What allocation problems have developed?

Wilcox et. al., Eco
the World Today, pp
55-56.
Loucks, Comparative
Systems, ch. 17-18,

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Now review what pupils learned in the
about the advantages and disadvantages of
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Wilcox, et. al., Economies of the World Today, p. 55.

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problems have developed?

Wilcox et. al., Economies of the World Today, pp. 46-51, 55-56.
Loucks, Comparative Econ. Systems, ch. 17-18, 21.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by government and by consumers and businessmen.

G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them. (People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income.)

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PRECONCEPTIONS.

4) The British Government h
developed extensive and
economic planning of the
in some countries, altho
been moving slowly towar
degree of planning. The
has established a Nation
Development Council made
sentatives of government
industry and a group of
planners. Its job is to
economic policies to the

b. The government has adopted
measures to try to bring ab
economic equality, reduce
provide for full employmen

1) Following World War II
Government extended grea
fare and insurance progr
attempt to eradicate pov
reduce inequalities.

systems are usually mixed,
n public and private owner-
with decisions made both
nment and by consumers and
men.

ocieties people have cer-
nomic goals. Although some
goals are very much alike,
t societies place differing
upon them. (People differ
egree to which they desire
justice or a reduction in
ties of economic opportunity
e.)

EVIDENCE EVEN WHEN IT CON-
PRECONCEPTIONS.

4) The British Government has not developed extensive and thorough economic planning of the kind used in some countries, although it has been moving slowly toward a greater degree of planning. The government has established a National Economic Development Council made up of representatives of government, labor, and industry and a group of economic planners. Its job is to recommend economic policies to the government.

b. The government has adopted a number of measures to try to bring about greater economic equality, reduce poverty, and provide for full employment.

1) Following World War II the Labor Government extended greatly the welfare and insurance program in an attempt to eradicate poverty and reduce inequalities.

78. Have a group of students prepare a dittoed sheet outlining welfare and insurance programs in Britain. They should use the sheet with the class, adding further information about the programs as pupils ask questions about them. However, let this group merely mention the health insurance plan.

Wilcox, et. al., Ec
the World Today, pp
69-70.
Webb, The New Brita
Britain in Brief, p
Carter, et. al., Ma
Powers, pp. 197-202
Loucks, Comparative
Systems, pp. 347-52

79. Have a group of students present a panel discussion on the national health insurance plan in Britain.

Wilcox, et. al., Ec
the World Today, pp
Webb, The New Brita
34-35.
Carter, et. al., Ma

up of students prepare a dittoed sheet out- fare and insurance programs in Britain. They the sheet with the class, adding further in- about the programs as pupils ask questions . However, let this group merely mention the urance plan.	Wilcox, et. al., Economies of the World Today, pp. 65-66, 69-70. Webb, The New Britain, p. 24, Britain in Brief, pp. 40-46. Carter, et. al., Major Foreign Powers, pp. 197-202. Loucks, Comparative Economic Systems, pp. 347-52.
up of students present a panel discussion on al health insurance plan in Britain.	Wilcox, et. al., Economies of the World Today, pp. 66-67. Webb, The New Britain, pp. 34-35. Carter, et. al., Major

G. Government taxation policies affect who gets what share of the national income.

S. Interprets tables.

G. Government policies can either help reduce or exaggerate fluctuations within the business cycle and can promote or hinder economic growth.

S. Interprets tables.

G. Living levels in the U.S. are very high compared to those in most countries.

2) The government has adop
graduated income taxes
and affect income distr
however, it has not ado
taxes which might bring
redistribution.

3) Wages and salaries in B
do not show such sharp
as in the U.S.

4) The government has reso
tary and fiscal polici
controls to try to achi
ployment, prevent infla
tain foreign exchange

c. England has a high level o
though not nearly so high
Moreover, some g[illegible]s sti
considerable poverty desp
welfare programs

t taxation policies affect what share of the national

s tables.

t policies can either help exaggerate fluctuations e business cycle and can r hinder economic growth.

s tables.

evels in the U.S. are very pared to those in most countries.

2) The government has adopted sharply graduated income taxes to raise funds and affect income distribution; however, it has not adopted other taxes which might bring about greater redistribution.

3) Wages and salaries in Britain today do not show such sharp differences as in the U.S.

4) The government has resorted to monetary and fiscal policies and other controls to try to achieve full employment, prevent inflation, and maintain foreign exchange rates.

c. England has a high level of living, although not nearly so high as in the U.S. Moreover, some groups still live in considerable poverty despite the new welfare programs

	Foreign Powers, pp. Theobald, ed., *Brit* *Sixties*, pp. 32-43. Loucks, *Comparative* *Systems*, pp. 352-38
80. Project a table or tables comparing incomes in Britain before and after income taxes, and tax rates at the different income levels. Ask: What effect does the income tax have upon income distribution in Britain? Now give pupils figures on income tax rates in this country. How do the rates compare at different levels? Discuss: How has the British Government used the income tax for purposes other than just to raise money?	Richmond, "The Unit dom," p. 55. Wilcox, et. al., *Ec* *the World Today*, pp Webb, *The New Brita*
81. Put figures on the chalkboard to show wage differentials in Britain as compared to the U.S. Discuss: What effects do you think these differences might have? Project a graph comparing income differentials. Ask: What accounts for the change?	Richmond, "The Unit dom," p. 56. Webb, *The New Brita*
82. Review from grade ten the ways in which the U.S. government has used fiscal and monetary policies to even out business cycle activity. List some of the measures on the board. Now place a check after the measures used by the British government to promote full employment and prevent inflation. Be sure that pupils understand how each measure operates to affect business activity.	Wilcox, et. al., *Ec* *the World Today*, pp
83. Project a table comparing GNP per capita for different countries. Ask: How does Britain compare with other countries? How does it compare with the U.S.?	Wilcox, et. al., *Ec* *the World Today*, pp

Foreign Powers, pp. 199-200.
Theobald, ed., Britain in the Sixties, pp. 32-43.
Loucks, Comparative Econ. Systems, pp. 352-386.

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after income taxes, and tax rates at the
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Richmond, "The United Kingdom," p. 55.
Wilcox, et. al., Economies of the World Today, pp. 70-71.
Webb, The New Britain, p. 32.

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Richmond, "The United Kingdom," p. 56.
Webb, The New Britain, p. 33.

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Wilcox, et. al., Economies of the World Today, pp. 63-64.

able comparing GNP per capita for different
Ask: How does Britain compare with other
How does it compare with the U.S.?

Wilcox, et. al., Economies of the World Today, pp. 71-78.

S. Interprets tables and graphs.

S. Applies previously-learned concepts and generalizations.

G. At any specific time the total output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Draws inferences from tables and graphs.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

G. In the long run, a rise in real wages will be achieved only by a rise in labor productivity.

G. Economic output is affected by the

d. Britain has lagged sharply
Western European countries
in economic growth and in
ductivity.

1) Per capita GNP has rise
slowly, despite investm
almost equals that in F
Germany.

2) Productivity per worker
creased greatly, partly
attitudes of British la
because of attitudes of
management, and partly
reasons. Although Engla
important industrial co
tige tends to come more
things than achievement
and technology. A banke
prestige than an indust

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ralizations.

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of productive resources (land
al resources, labor, and
goods), by the level of
gy, and by the efficiency of
nizational structure.

ferences from tables and

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ong run, a rise in real wages
chieved only by a rise in
oductivity.

output is affected by the

d. Britain has lagged sharply behind other Western European countries and the U.S. in economic growth and in labor productivity.

1) Per capita GNP has risen only very slowly, despite investment which almost equals that in France and Germany.

2) Productivity per worker has not increased greatly, partly because of attitudes of British labor, partly because of attitudes of British management, and partly for other reasons. Although England is an important industrial country, prestige tends to come more from other things than achievement in industry and technology. A banker has more prestige than an industrialist.

84. Now project a table showing the number of certain luxury items such as cars, television sets, refrigerators, etc. in Britain. (Also project a table on hours of work in different industries.) Discuss: How does the level of living in Britain compare with general living levels in the U.S.?	Richmond, "The Uni dom," pp. 68, 85.
85. Project a graph or table showing changes in the GNP in Britain and in other countries since World War II. Discuss: If you were in the British cabinet, how would you react to these figures? Why?	Wilcox, et.al., *Ec the World Today*, p also p. 71). Webb, *Britain Face* p. 22.
86. Review with pupils what they have learned in earlier grades about the factors affecting output. Ask: What do you think might be the causes of the small increases in GNP in Britain? Now give pupils figures which they can use to check on these possible causes. Quote one or two authors on their analysis of the situation.	Wilcox, et.al., *Ec the World Today*, p
87. Now project a table comparing productivity in Britain and other countries. Discuss: What relationship do you see between this table and the graph on GNP? What might be possible causes for the relatively slow increase in productivity per worker in Britain?	Webb, *Britain Face Sixties*, p. 21.
Have a pupil present an oral report on "Causes of Low Labor Productivity in Britain." Then have the class check their hypotheses against this data.	White, "What's Wro British Businessme Webb, *Britain Face Sixties*, pp. 21-30

a table showing the number of certain s such as cars, television sets, refrigera- in Britain. (Also project a table on hours different industries.) Discuss: How does f living in Britain compare with general ls in the U.S.?

Richmond, "The United Kingdom," pp. 68, 85.

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Wilcox, et.al., _Economies of the World Today_, p. 72 (see also p. 71).

Webb, _Britain Faces the Sixties_, p. 22.

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Wilcox, et.al., _Economies of the World Today_, pp. 72-76.

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Webb, _Britain Faces the Sixties_, p. 21.

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White, "What's Wrong With British Businessmen?"

Webb, _Britain Faces the Sixties_, pp. 21-30.

quality of labor or labor skills as well as by the quantity of labor.

G. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.

G. Capital formation through savings is a major means of increasing an economy's total output over time, because it increases productive capacity.

G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).

G. Economic goals may not be compatible if efforts to achieve them are carried too far. (Taxes to increase economic justice may reduce private investment and growth.).

3) The British governmen
nomic stability as a
goal since the 1930's
growth, although this
beginning to change.

of labor or labor skills as by the quantity of labor.

an be increased by techno- progress in the development and machines and power to manpower.

formation through savings or means of increasing an s total output over time, it increases productive .

an be increased by a more t combination of productive s (by the way in which pro- is organized).

goals may not be compatible rts to achieve them are carried . (Taxes to increase economic may reduce private investment wth.)

3) The British government has seen economic stability as a more important goal since the 1930's than economic growth, although this attitude is beginning to change.

	Christoph, ed., C Comparative Polit 52-53.
	Richmond, "The Un dom," pp. 63, 66-
88. Quote Rose on the relative prestige in Britain of achievement in industry and technology as against some other occupations. Discuss: How would this system of values affect British industrial production?	Rose, Politics in p. 13.
89. Tell pupils about the British law on handling price increases on land held by British people. Discuss: What effect might this law have upon the actions of British landowners as compared to the action of American landowners near cities?	Wilcox, et.al., E the World Today,
90. Quote Christoph on the attitude of the British government since World War II toward economic growth as against stability, full employment, and economic equality. Discuss: Are these goals incompatible? (Draw upon what pupils learned in the 10th grade course.)	Christoph, ed., C Comparative Polit

	Christoph, ed., Cases in Comparative Politics, pp. 52-53.
	Richmond, "The United Kingdom," pp. 63, 66-67.
n the relative prestige in Britain of in industry and technology as against some tions. Discuss: How would this system of t British industrial production?	Rose, Politics in England, p. 13.
about the British law on handling price in- and held by British people. Discuss: What this law have upon the actions of British s compared to the action of American land- cities?	Wilcox, et.al., Economies of the World Today, pp. 64-64.
oph on the attitude of the British govern- World War II toward economic growth as ility, full employment, and economic equality. these goals incompatible? (Draw upon what ed in the 10th grade course.)	Christoph, ed., Cases in Comparative Politics, p. 56.

G. The ability of a country to produce is limited in part by available natural resources; however, a country may be able to acquire resources from other countries by selling goods and services which it can produce.

G. Specialization of individuals, regions, and countries makes for interdependence.

S. Listens for details.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by government and by consumers and businessmen.

4) Britain depends upon t
for its existence. Co
lack of economic growt
tivity creates serious
Since World War II, Br
one serious crisis aft
international exchange

ty of a country to produce
d in part by available na-
ources; however, a country
le to acquire resources
r countries by selling
services which it can

cation of individuals, re-
d countries makes for
endence.

for details.

systems are usually mixed,
h public and private owner-
with decisions made both
nment and by consumers and
men.

4) Britain depends upon trade and exports for its existence. Consequently, the lack of economic growth and productivity creates serious problems. Since World War II, Britain has faced one serious crisis after another in international exchange.

91. Put on the chalkboard some figures which illustrate British dependence upon foreign trade. Discuss: What would happen if this trade were cut off?

Rose, Politics in
p. 12.
Calderwood, W. Eu
28-29.

92. Use a diagram to show what happens when people trade between nations. How does a country earn the money to buy goods from abroad?

See any text on e

Now tell pupils what happened during World War II to British investments overseas. Ask: What would this do to British trade balances? Why would it be particularly important for Britain to increase efficiency in production and to raise productivity? Tell pupils about the number of crises in foreign exchange, the kinds of action taken by the government in such cases, and the effects of these actions upon the economy. (Tell pupils to take notes on your presentation. Then let them use their notes in answering a brief test on the critical trade problems.)

Rose, Politics in
p. 13.

93. Now have pupils summarize the key features of the British economic system by having them review the key questions resolved in some fashion by every economic system. Discuss: How are these questions worked out in the British economic system? How do economic goals in Britain compare with those in the U.S.?

halkboard some figures which illustrate ndence upon foreign trade. Discuss: What if this trade were cut off?	Rose, Politics in England, p. 12. Calderwood, W. Europe, pp. 28-29.
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G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.

  a. People generally would like to see their economic systems provide both economic growth (and so higher levels of living.) and stability (and so economic security).

  b. People differ in the degree to which they desire a reduction in inequalities of economic opportunity or income.

  c. People differ in the degree to which they desire freedom of economic choice.

G. A given culture is an integrated whole, based on fundamental postulates or values.

4. Certain cultural values seem
the British social, political
systems.

ieties people have certain oals. Although some eco- s are very much alike, societies place differing pon them.

generally would like to ir economic systems pro- th economic growth (and er levels of living.) and ty (and so economic secur-

differ in the degree to hey desire a reduction ualities of economic op- ty or income.

differ in the degree to hey desire freedom of eco- hoice.

lture is an integrated whole, undamental postulates or

4. Certain cultural values seem to integrate the British social, political and economic systems.

94. Now ask pupils to summarize what they have learned about the British by discussing the question: What common cultural assumptions or values seem to run through the British social, economic, and political systems to provide for an integrated culture?

A. IS CURIOUS ABOUT SOCIAL DATA.

B. The French social, political, an
systems are interrelated.

S. Uses ideal types in analyzing social systems.

S. Identifies differences in data.

1. The French social system is
ideal type of secular - plura
than to traditional society
not so close as in Britain.

   a. France is much less highl
   and urbanized than Britai
   industrialization has inc
   since World War II.

   b. France's population is le
   than is the British popul
   is not marked by serious

US ABOUT SOCIAL DATA.

eal types in analyzing social

ies differences in data.

B. The French social, political, and economic systems are interrelated.

1. The French social system is closer to the ideal type of secular - pluralistic society than to traditional society but probably not so close as in Britain.

   a. France is much less highly industrialized and urbanized than Britain, although industrialization has increased rapidly since World War II.

   b. France's population is less homogeneous than is the British population, but it is not marked by serious ethnic or

95. Point out that the class will now turn to modern France and then modern Germany. Have pupils suggest questions to be investigated. Tell the class that to save time, pupils will have to divide up the task, with some studying and reporting on France and some on Germany. Suggest possible individual and small group activities for such study and let pupils suggest others. Then let pupils indicate their choices. Make assignments the next day.

96. Give pupils a chance to work in class on individual and small group projects on modern France and modern Germany.

97. Review the ideal types of social systems and ask pupils to try to decide in the next few days where they would place France.

Bourricaud, "Franc
Carter, et. al., *M*
Powers, p. 240.

Cite recent figures on the percentage of French workers in industry as compared to those in agriculture. Compare with figures for U.S. and Britain. Ask: What does this indicate about French society?

98. Ask: How would you designate a town of 2,000 people? Would you consider it urban or not? Why? Give pupils figures on the percent of the French who live in communities of less than 2,000 people. (About 47%). What do these figures show about the degree of urbanization of the French people?

Bourricaud, "Franc
Faris, ed., *Handbo*
ern Sociology, p.

99. Have a pupil prepare a bulletin board display or a chart on "The French Population: Its Ethnic and Racial Composition." He should be prepared to discuss

Godfrey, *The Gover*
France, pp. 9-10.
Carter, *Major Fore*

t the class will now turn to modern France
rn Germany. Have pupils suggest questions
gated. Tell the class that to save time,
ave to divide up the task, with some study-
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Bourricaud, "France," p. 469.
Carter, et. al., Major Foreign Powers, p. 240.

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Bourricaud, "France," p. 469.
Faris, ed., Handbook of Modern Sociology, p. 135.

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Godfrey, The Government of France, pp. 9-10.
Carter, Major Foreign Powers,

racial problems.

c. French society is still to flicts over the role of th Church.

  1) French society is nomin but a large proportion lation attend church ve quently and wish to kee church separate.

  2) Religious conflicts hav political affairs ever French Revolution, with conflicts involving edu

G. Whenever things valued by a society are scarce, there will be differential access to and control of those valued and scarce things by sub-groups within the society.

G. The amount of class conflict is related to the degree of difference among classes, the degree of vertical mobility possible, the degree to which propaganda is used to arouse class conflict.

G. The amount of vertical mobility varies from one society to another.

d. There is greater class con France than in Britain.

  1) Although there are no g of vertical mobility, t to be much less mobilit Britain or the U.S.

  2) There is greater resent part of the lower class Britain.

things valued by a society
e, there will be differen-
ss to and control of those
d scarce things by sub-groups
e society.

t of class conflict is re-
the degree of difference
sses, the degree of ver-
ility possible, the degree
propaganda is used to a-
ss conflict.

t of vertical mobility
om one society to another.

racial problems.

c. French society is still torn by conflicts over the role of the Catholic Church.

   1) French society is nominally Catholic, but a large proportion of the population attend church very infrequently and wish to keep state and church separate.

   2) Religious conflicts have marked political affairs ever since the French Revolution, with recent conflicts involving education.

d. There is greater class conflict in France than in Britain.

   1) Although there are no good studies of vertical mobility, there seems to be much less mobility than in Britain or the U.S.

   2) There is greater resentment on the part of the lower classes than in Britain.

the question: To What extent is French society marked by ethnic and racial conflict?	p. 235.
100. Have a pupil report on the topic: "Religious Conflict in France." Or have several pupils role-play a discussion between a Britisher and a Frenchman on this topic. Afterwards, discuss: How does the French situation compare with that in Britain? Why is this religious conflict a disadvantage?	Godfrey, *Governme* *France*, pp. 20-2 Carter, et. al., *Foreign Powers*, p
101. Have a pupil prepare a dittoed report on classes and class conflict in French society. Be sure that he includes the results of opinion polls which asked worker reaction to their jobs and employers, etc. Give the class time to read this report. Then discuss: How does the class system in France differ from that in the U.S.? In Britain? How does vertical mobility compare?	Bourricaud, "Fra 475-91. Godfrey, *Governme* *France*, pp. 15-1 Carter, et. al., *Foreign Powers*, p

ion: To What extent is French society marked and racial conflict?	p. 235.
pil report on the topic: "Religious Conflict ." Or have several pupils role-play a dis- etween a Britisher and a Frenchman on this fterwards, discuss: How does the French sit- mpare with that in Britain? Why is this re- onflict a disadvantage?	Godfrey, Government of France, pp. 20-21. Carter, et. al., Major Foreign Powers, pp. 238-39.
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G. Class membership has certain effects on life and behavior (class correlates).

3) Until recently the e
contributed to class
and did not promote
Recent reforms shoul
mobility.

G. Each possible combination of relationships among the members of a family imposes different role relationships and has its unique consequences.

e. The modified form of an
imposes mutual obligati
members, particularly o
males. The French econ
because owners of busin
jobs for their younger
regardless of need for
business or the efficie
relative.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

2. The French political syste
cently, been marked by ver
ments, a multiple party sy
flects social and economic
a lack of sustained politi
to meet social and economi
The Fifth Republic marked
changes in political tradi
heavily dependent upon the
President.

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e and behavior (class corre-
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n parts or elements may per-
ver long periods of time.

nise is more easily achieved
se political systems in which
is agreement on questions touch-
e fundamental social, economic,
litical institutions.

3) Until recently the educational system contributed to class differences and did not promote mobility. Recent reforms should lead to greater mobility.

e. The modified form of an extended family imposes mutual obligations on its members, particularly on the older males. The French economy has suffered because owners of businesses must find jobs for their younger male relatives, regardless of need for them in the business or the efficiency of the relative.

2. The French political system has, until recently, been marked by very unstable governments, a multiple party system which reflects social and economic conflicts, and a lack of sustained political programs to meet social and economic problems. The Fifth Republic marked a number of changes in political traditions, but is heavily dependent upon the incumbent President.

102. Have a pupil prepare a dittoed report on the educational system in France and some of the reforms which have taken place. Give pupils a chance to read the report. Then discuss: What effect has the educational system had in the past on mobility between classes? How are educational reforms likely to affect this mobility? What does the educational system show about the kind of government in France?

Carter, et. al.,
Foreign Powers, p
397-400.

103. Have another pupil give a report on the French family system and its effects on other aspects of French life.

104. Have a pupil make a time-line to show major changes in the governments of France from 1815 to the present day. He should add wars in which France was engaged and should identify the early period of industrial revolution in France. Have the class study the timeline. Then discuss: What does this timeline show about the stability of government and particularly of democratic government in France? Why might France have such an unstable democracy when Britain's democracy has proved so stable? Let

Carter, et. al.,
Foriegn Powers, p

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What effect has the educational system had in
on mobility between classes? How are educational
ikely to affect this mobility? What does the
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Carter, et. al., Major Foreign Powers, pp. 246-247, 397-400.

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? Why might France have such an unstable demo-
n Britain's democracy has proved so stable? Let

Carter, et. al., Major Foriegn Powers, pp. 231-234.

G. Political scientists have long assumed that there are social conditions which a society must meet before it can "make a go" of democracy; they hardly agree on what they are, but most suggest common values, a communication system, stable society, and minimum economic well-being.

S. Sets up hypotheses.

G. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts within the society, on the governmental structure, and on the electoral system.

a. There tend to be more political parties where there are violent conflicts, unless the government has become totalitarian.

b. Plural constitutencies and proportional representation tend toward multiparty systems.

a. Ever since the French Re
French history has been
violent overturns in the
government. The republi
ious problems which the
ment did not face, such
of serious religious con
trialization following r
ceeding the establishmen
government, serious fore
wars before the governme
thoroughly accepted. Wh
people had come to accep
way of settling conflict
issues, the French peopl
do differ on the basic g
of society and settling

b. The French political sys
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tional representation tend
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a. Ever since the French Revolution, French history has been marked by violent overturns in the form of government. The republics faced serious problems which the British government did not face, such as continuance of serious religious conflict, industrialization following rather than preceeding the establishment of a democratic government, serious foreign crises and wars before the governments had become thoroughly accepted. While the British people had come to accept a peaceful way of settling conflicts over specific issues, the French people did and still do differ on the basic ground rules of society and settling disputes.

b. The French political system is marked by numerous political parties which pay much more attention to ideology than do many parties in other systems and which have tended to withdraw support from temporary coalitions set up to gain control of the cabinet. The party system is marked by little discipline. It is probably the result of the basic conflicts in French society more than on the kind of electoral system.

pupils set up hypotheses. Quote authors on basic disagreements about a republican form of government. How does this differ from Britain? the U.S.?

Where possible, have pupils develop scatter-grams to test hypotheses about the comparative instability of France and other countries as related to various socio-economic factors. (See above.)

105. Have a pupil prepare a dittoed outline of French political parties today. He should then tell the class a little more about these parties and about how they operate, including the degree to which there is party discipline. Discuss: Why does France have a multiple party system rather than a two party system as in Britain or the U.S.?

Godfrey, Gov't. o
ch. 6.
Padover, France,
Duverger, French
System, ch. 6.
Carter, et. al.,
Foreign Powers, p
261, 279-303, 308-

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Godfrey, Gov't. of France, ch. 6.
Padover, France, pp. 21-32.
Duverger, French Political System, ch. 6.
Carter, et. al., Major Foreign Powers, pp. 259-261, 279-303, 308-309.

S. Draws inferences from data.

G. The presence of heavy ideological commitments in a political system complicates the task of accommodation and compromise.

S. Generalizes from data.

G. Taking the policy-making process as a whole, the general strategic ad-

c. Until the Fifth Republic
Republics were Parliamen
with most of the power c
in the hands of the lowe
a very weak president, a
relatively weak premier.
held office on the basis
rather than support from
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ments in a political system
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the policy-making process as
, the general strategic ad-

c. Until the Fifth Republic the French Republics were Parliamentary governments with most of the power concentrated in the hands of the lower house, with a very weak president, and with a relatively weak premier. Premiers held office on the basis of coalitions rather than support from a majority party, and their governments seldom lasted very long. Although governments fell rapidly, the same premier or new premiers frequently reorganized cabinets with many of the same men. However, it was difficult to carry through any sustained political program for reforms.

106. Give pupils figures from a poll by the French Institute of Public Opinion on Communist Party membership. Discuss: What do these figures seem to show about those who support the Communist Party? on how workers vote?	Bourricaud, "Fr 466, 472.
107. Have two groups of pupils present brief reports or show charts on the political system under the third and fourth republics in France. Afterwards, have the class compare them. What characteristics did both republics have in common? How did the political system differ from that in Britain?	Padover, France 12-18. Duverger, Frenc System. Carter, et. al. Foreign Powers, 261-271, 310-33
108. Project a table or graph showing the length of time which different premiers held office during the third or fourth republics. Compare with the situation in Britain. Discuss: Why would this instability create problems? Then tell pupils about the frequency with which the same men were renamed to the cabinet. Ask: Do you still think this instability would create problems? Why or why not?	Padover, France Carter, et. al. Foreign Powers, For a graph, se Ulam, eds., Pat Government, pp.
109. Quote Bourricaud to the effect that the French regime might be described as "immobility in convulsions." Or	Duverger, Frenc System, pp. 186

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ourricaud to the effect that the French regime e described as "immobility in convulsions." Or	Duverger, French Political System, pp. 186-187.

vantage usually lies with the status quo.

G. A law or policy must be effectuated or applied; in that process the whole decision-making process goes on again.

G. Political power may rest in formal governmental positions, but it need not.

G. Federalism pays greater homage than unitary systems to local differences and autonomy.

G. Constitutions change by formal amendment, by changes in custom, and by interpretation.

G. Political power is unevenly distributed in a population even in a democracy.

G. The political importance of the judiciary depends largely on whether or not it has the responsibility of declaring acts of the other branches unconstitutional.

d. As premiers became weake
fell more rapidly, the c
which administered laws b
powerful. In a sense, i
of the powers usually as
inet members in a parlia
of government.

e. France is a unitary rath
federal government.

f. The Fifth Republic has s
strong President for the
executive and has given
far more power than the
The premier's power aris
the President than from
body. However, this Rep
to fit the desires of De
he and the French people
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itical importance of the
ry depends largely on whether
it has the responsibility of
ng acts of the other branches
itutional.

d. As premiers became weaker and governments fell more rapidly, the civil service which administered laws became more powerful. In a sense, it assumed many of the powers usually assumed by cabinet members in a parliamentary system of government.

e. France is a unitary rather than a federal government.

f. The Fifth Republic has substituted a strong President for the older weak executive and has given the President far more power than the parliament. The premier's power arises more from the President than from the legislative body. However, this Republic was built to fit the desires of DeGaulle, after he and the French people became disillusioned with the instability and failures of the Fourth Republic; some doubt that the government will outlast them.

Duverger says that the problem of France is not "instability" but "excessive stability." Discuss: Would you agree or disagree with them? Why?	
110. Discuss: How do you think the government could continue to operate and carry out laws if the cabinet and premier lasted such brief periods of time? What would happen in Britain? in this country if the President went out of office and no new President were chosen to succeed him? Tell pupils something about the role of the civil service in France.	Godfrey, The Go France, pp. 103 Padover, France
111. Have a pupil compare the French unitary government with the U.S. federal system.	Godfrey, Govern France, pp. 114 Carter, et. al. Foreign Powers,
112. Have a group of students present a panel on the Fifth Republic. Discuss: How does the fifth republic compare with the third and fourth? What problems has it faced? How does the political system differ from that in Britain?	Godfrey, Gov't.

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' but "excessive stability." Discuss: Would
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Godfrey, The Government of France, pp. 103-108.
Padover, France, pp. 18-20.

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ederal system.

Godfrey, Government of France, pp. 114-118.
Carter, et. al., Major Foreign Powers, pp. 366-69.

up of students present a panel on the Fifth
Discuss: How does the fifth republic com-
the third and fourth? What problems has
How does the political system differ from
itain?

Godfrey, Gov't. of France.

S. Identifies differences in data.

S. Generalizes from data.

S. Generalizes from data.

A. HAS A SENSE OF RESPONSIBILITY ABOUT KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Applies previously-learned generalizations.

G. The decision-maker reacts to pressure from other decision-makers as well as to pressures from outside government.

G. Any decision is, in part, a product of the internalized values and the perceptions of the persons making the decision.

G. The institutions of government constitute the arenas or the structure within which political decisions are made.

113. Show the film Charles DeGaulle. Discuss: Why was DeGaulle able to win so much support among the French people? How has he changed the government of France? Now have a pupil present a report to bring the film up-to-date.

Film: Charles De
3 reels, McGraw-H

114. Have pupils read current newspaper and magazine articles about domestic politics in France or about government crises or conflicts. Discuss in the light of what they have already learned about the French government.

115. Discuss: How does political decision-making by the Premier or President of France compare with decision-making by the British prime minister? Why?

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conflicts. Discuss in the light of what they
ady learned about the French government.

How does political decision-making by the Premier
ent of France compare with decision-making by
sh prime minister? Why?

S. Compares sources of information.

G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by government and by consumers and businessmen.

G. Most economic systems are in the process of constant change.

G. In all societies people have certain economic goals. Although some of these goals are very much alike, differing societies place differing emphases upon them.

S. Applies previously-learned generalizations.

S. Identifies differences in data.

S. Generalizes from data.

S. Interprets tables.

3. The French economic system i
nomy with far more nationali
dustry than in the U.S.

   a. Following World War II, t
   nationalized even more i
   before the war. However,
   thirds of the agricultura
   trial output is still pr
   vate enterprise.

es sources of information.

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fies differences in data.

lizes from data.

rets tables.

3. The French economic system is a mixed economy with far more nationalization of industry than in the U.S.

   a. Following World War II, the French nationalized even more industries than before the war. However, about two-thirds of the agricultural and industrial output is still produced by private enterprise.

116. As a review of modern France show the film Introducing France. Discuss: To what extent does the film presentation agree with what you have learned from other sources.

Film: Introducin
2 reels, United

117. Read aloud a quotation from Rose on the different attitude toward compromise and revolution in England and in France. Discuss: Do you agree with Rose now that you have studied both countries? Why is this difference important?

Rose, Politics i
p. 58.

118. Have pupils prepare a chart showing the French industries which were nationalized prior to World War II and the way in which they are controlled. He should also indicate on the chart the proportion of the production still in private hands. Have pupils examine the chart. Ask: How would you describe the French economic system? How does it compare with ours in terms of how decisions are made? How does it compare with the British system?

Godfrey, Gov't.
pp. 93-95.

Padover, France,

Carter, et.al.,
Powers, pp. 340-

119. Place figures on the chalkboard to show how land is owned in France. Ask: How is the land divided between large and small land-owners?

Godfrey, Governm
pp. 18-19.

view of modern France show the film Introducing
Discuss: To what extent does the film presenta-
ree with what you have learned from other sources.

Film: Introducing France,
2 reels, United World.

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Discuss: Do you agree with Rose now that you
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Rose, Politics in England,
p. 58.

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Godfrey, Gov't. of France,
pp. 93-95.

Padover, France, pp. 48-50.

Carter, et.al., Major Foreign
Powers, pp. 340-343, 351-355.

igures on the chalkboard to show how land is
n France. Ask: How is the land divided between
nd small land-owners?

Godfrey, Government of France,
pp. 18-19.

S. Uses ideal types in analyzing economic systems.

b. Following World War II
veloped a system of pl
volves a planning boar
commendations but that
ders. The board has ha
upon the government an
industry.

S. Draws inferences from tables.

c. France has had a more
economic growth since
has Britain. Between l
French GNP rose by ove
British GNP rose only
increase was made poss
crease in output per m
as by longer working h

s ideal types in analyzing eco-
ic systems.

b. Following World War II, the French developed a system of planning which involves a planning board that makes recommendations but that cannot issue orders. The board has had great influence upon the government and upon private industry.

aws inferences from tables.

c. France has had a more rapid rate of economic growth since World War II than has Britain. Between 1953 and 1958 the French GNP rose by over 50%, while the British GNP rose only 14 per cent. This increase was made possible by a 40% increase in output per man hour as well as by longer working hours.

3

120. Now have a pupil prepare an oral report on the system of economic planning established after World War II. Then discuss: How much control does the planning board have over industry? How successful has it been in getting private industry to go along with its plans? Does economic planning in France when combined with the nationalization of a number of industries mean that France is a command economy? Why or why not?

At this point it might be wise to remind the class of what they learned in the ninth and tenth grades about different "types" of economic systems. Ask: Did any of the societies you studied fit any of these types exactly? Remind pupils of the need to use a continuum or even a triangle to show where economic systems might lie between market, command, and traditional economies. Now have pupils compare this use of ideal types with the ideal types of social systems which sociologists use. By making this comparison, it may help pupils understand the use of ideal types in both situations.

Godfrey, Governmen
pp. 80-92.

Padover, France, p

Carter, et.al., Ma
Powers, pp. 343-34

Calderwood, Wester
pp. 21-22.

121. Once more project the table on indices of production and output in the United Kingdom, Western Germany, and France. Review the meaning of index numbers. Now ask: How did production increases compare in Britain and France? What factor shown in this table probably accounts in part for this big increase in France and the slower increase in Britain? What might explain the increase in productivity per man hour? Also tell pupils about the increase in hours of work. Ask: How might this help explain the rise in GNP?

Webb, Britain Face
Sixties, p. 21.

122. Project a table showing the average annual rate of growth in GNP during the 1950's. Ask: How does the French rate compare with that of Britain? of the U.S.? How can you explain a rate of only 4.5 per cent

Wilcox, et.al., Ec
the World Today, p

a pupil prepare an oral report on the system
nic planning established after World War II.
cuss: How much control does the planning board
r industry? How successful has it been in get-
vate industry to go along with its plans? Does
planning in France when combined with the na-
ation of a number of industries mean that France
mand economy? Why or why not?

point it might be wise to remind the class of
y learned in the ninth and tenth grades about
t "types" of economic systems. Ask: Did any of
eties you studied fit any of these types exactly?
upils of the need to use a continuum or even a
to show where economic systems might lie between
command, and traditional economies. Now have pu-
pare this use of ideal types with the ideal types
l systems which sociologists use. By making this
on, it may help pupils understand the use of i-
es in both situations.

e project the table on indices of production
ut in the United Kingdom, Western Germany, and
Review the meaning of index numbers. Now ask:
production increases compare in Britain and
What factor shown in this table probably ac-
n part for this big increase in France and the
ncrease in Britain? What might explain the in-
n productivity per man hour? Also tell pupils
e increase in hours of work. Ask: How might
p explain the rise in GNP?

a table showing the average annual rate of
n GNP during the 1950's. Ask: How does the
ate compare with that of Britain? of the
w can you explain a rate of only 4.5 per cent

Godfrey, Government of France, pp. 80-92.

Padover, France, pp. 46-48.

Carter, et.al., Major Foreign Powers, pp. 343-344, 355-58.

Calderwood, Western Europe, pp. 21-22.

Webb, Britain Faces the Sixties, p. 21.

Wilcox, et.al., Economies of the World Today, p. 20.

G. Living levels in the U.S. are very high compared to those in other countries.

G. Every economic system faces scarcity or lack of enough productive resources to satisfy all human wants.

G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.

S. Uses ideal types in analyzing social systems.

S. Generalizes from data.

d. Living levels in France
those in the U.S. and o
below those in Britain.
rising since World War
rate than in Britain, a
workers do not seem to
change.

e. The French have establ
hensive welfare plan,
greater emphasis upon
encourage more births
of the social security
in Britain. However, t
grams and taxes to sup
in considerable raisin
come levels at the exp
upper income levels.

ng levels in the U.S. are very
compared to those in other
tries.

y economic system faces scar-
or lack of enough productive
urces to satisfy all human
s.

all societies people have cer-
n economic goals. Although some
nomic goals are very much alike,
ferent societies place differing
hases upon them.

s ideal types in analyzing social
tems.

eralizes from data.

d. Living levels in France rank far below those in the U.S. and only slightly below those in Britain. They have been rising since World War II at a faster rate than in Britain, although the workers do not seem to perceive much change.

e. The French have established a comprehensive welfare plan, but it places greater emphasis upon family aid to encourage more births than upon some of the social security benefits found in Britain. However, the welfare programs and taxes to support them result in considerable raising of lower income levels at the expense of those in upper income levels.

when the table shown earlier showed a 54% increase in production from 1953 to 1958?

123. Project a table showing GNP per capita for various countries in 1961. Where does France rank as compared to the U.S.? Britain? (Or use most current figures.)

Wilcox, et.al., E
the World Today,

Quote descriptions of living levels among workers in France. Discuss: How does this situation compare with living levels of workers in this country? in Britain?

Davey, France in

125. Cite figures on the per cent by which real income per capita has risen in France since World War II. Then give pupils figures on how workers perceived what had happened to their incomes in this period. Also point out what has happened to hours of work during this period. Discuss: How could per capita real wages rise while wages per hour decreased? Point out what has happened to hours of work.

e.g. See Bourrica
pp. 480, 484.

126. Project the table on social security in 1957, as shown in Webb. How does France compare with Britain in terms of the per cent of national income spent on social security? How does it compare with the other countries listed? Which kinds of welfare payments seem less important in France than in Britain? more important in France than in Britain?

Webb, Britain Fac
Sixties, p. 25.

Godfrey, Gov't. o
pp. 94, 101-102.

Carter, et.al.,
Powers, pp. 339-3

127. Now have pupils try to place France in terms of the ideal types of social systems. Compare with Britain and the U.S.

table shown earlier showed a 54% increase in on from 1953 to 1958?	
a table showing GNP per capita for various coun- 1961. Where does France rank as compared to ? Britain? (Or use most current figures.)	Wilcox, et.al., Economies of the World Today, p. 16.
scriptions of living levels among workers in Discuss: How does this situation compare with evels of workers in this country? in Britain?	Davey, France in Crisis, p. 73.
ures on the per cent by which real income per as risen in France since World War II. Then ils figures on how workers perceived what had to their incomes in this period. Also point has happened to hours of work during this Discuss: How could per capita real wages rise ges per hour decreased? Point out what has to hours of work.	e.g. See Bourricaud, "France," pp. 480, 484.
the table on social security in 1957, as shown How does France compare with Britain in terms er cent of national income spent on social se- How does it compare with the other countries Which kinds of welfare payments seem less im- in France than in Britain? more important in han in Britain?	Webb, Britain Faces the Sixties, p. 25. Godfrey, Gov't. of France, pp. 94, 101-102. Carter, et.al., Major Foreign Powers, pp. 339-340.
pupils try to place France in terms of the pes of social systems. Compare with Britain U.S.	

S. Identifies differences in data.

S. Has a well-developed sense of time. (Compares duration of periods.)

G. Whenever things valued by a society are scarce, there will be differential access to and control over these valued and scarce things by subgroups within the society.

G. The amount of vertical mobility varies from society to society.

G. The amount of class conflict is related to the degree of difference among classes, the degree of vertical mobility possible, and the degree to which propaganda is used to a-

C. Western Germany's social, pol
nomic systems are interrelate
rapidly.

1. Western Germany is a secul
type of society.

a. Germany has become a ma
lized and urbanized eco

b. Germany faces little et
conflict, and religious
less of an issue than i

c. The sharp class distinc
conflict of pre-World W
greatly reduced. There
vertical mobility today
flict is not noticeable

d. The German educational s
changing some since Wor
direction of promoting
and the reduction of cl
However, the changes ha
impact as yet.

ifies differences in data.

well-developed sense of
(Compares duration of periods..)

ver things valued by a society
carce, there will be differen-
access to and control over these
d and scarce things by sub-
s within the society.

mount of vertical mobility
s from society to society.

mount of class conflict is
ed to the degree of difference
classes, the degree of verti-
obility possible, and the degree
ich propaganda is used to a-

C. Western Germany's social, political, and economic systems are interrelated and changing rapidly.

1. Western Germany is a secular-pluralistic type of society.

   a. Germany has become a mature, industrialized and urbanized economy.

   b. Germany faces little ethnic and rural conflict, and religious conflict is less of an issue than in France.

   c. The sharp class distinctions and class conflict of pre-World War II have been greatly reduced. There is considerable vertical mobility today, and class conflict is not noticeable.

   d. The German educational system has been changing some since World War II in the direction of promoting greater democracy and the reduction of class attitudes. However, the changes have had no great impact as yet.

128. Have a pupil prepare a chart showing the degree to which Western Germany is industrialized and urbanized. Have pupils compare Germany in these points with France and Britain.

Faris, ed., *Hand*
Sociology, p. 13

129. Have a pupil give a report on German ethnic, racial and religious composition and conflict. Compare with the situation in France and Britain both in terms of intensity of conflict and in terms of how long the conflict lasted as compared to the length of time during which the government has had democratic institutions.

Porter

Heidenheimer, *Go*
Germany, pp. 35-

Merkl, *Germany*,

Warburg,
pp. 20-21.

130. Have a group of students present a symposium on "Classes and Class Conflict in West Germany: Pre and Post World War II." The group should discuss the relationship of industrialization and the war to the class system and mobility, and it should also analyze the role of the educational system and class mobility in Western Germany. Afterwards, have pupils compare the class system with that in France and Britain.

Deutsch, *Our Cha*
Problems, pp. 9-

Merkl, *Germany*,

Pye and Verba, P
pp. 160-162, 165

Carter, et.al.,
Powers, pp. 582-

upil prepare a chart showing the degree to
stern Germany is industrialized and urbanized.
ils compare Germany in these points with France
ain.

Faris, ed., Handbook of Modern Sociology, p. 135.

upil give a report on German ethnic, racial
gious composition and conflict. Compare with
ation in France and Britain both in terms of
y of conflict and in terms of how long the
lasted as compared to the length of time
hich the government has had democratic insti-

Porter

Heidenheimer, Govt's. of Germany. pp. 35-36.

Merkl, Germany, pp. 210-212.

Warburg, pp. 20-21.

roup of students present a symposium on "Classes
s Conflict in West Germany: Pre and Post World
The group should discuss the relationship of
alization and the war to the class system and
, and it should also analyze the role of the
nal system and class mobility in Western Ger-
terwards, have pupils compare the class system
t in France and Britain.

Deutsch, Our Changing German Problems, pp. 9-15.

Merkl, Germany, pp. 128-135.

Pye and Verba, Polit. Culture, pp. 160-162, 165 ff.

Carter, et.al., Major Foreign Powers, pp. 582- 727-730.

rouse class conflict.

G. All the institutions in a society are related; because of this interrelationship, a change in one institution is likely to affect other institutions. (Changes in the family are reflected in other institutions, and changes in other institutions are reflected in the family.)

S. Draws inferences from data.

S. Applies previously-learned concepts and generalizations to new data.

e. The Germany family syst
drastically since World
much less authoritariani
the war and its aftermat
accentuated a trend whic
several decades earlier.
in the family may eventu
important impact upon de
liefs.

f. Cultural values have cha
since World War II; inde
considerable movement in
of Americanization of va

g. World War II and post wa
tion have created rapid
which have been accompan
crime rate.

h. West German changes sinc
have not been accompanie
changes in East Germany
under communist control
cludes the area dominate
Junkers in pre-war days.

2. West Germany's political sy
cratic, although many still

class conflict.

he institutions in a society
elated; because of this in-
lationship, a change in one
tution is likely to affect
institutions. (Changes in
amily are reflected in other
tutions, and changes in
institutions are reflected
e family.)

inferences from data.

es previously-learned concepts
eneralizations to new data.

e. The Germany family system has changed drastically since World War II toward much less authoritarianism; however, the war and its aftermath have just accentuated a trend which had started several decades earlier. This trend in the family may eventually have an important impact upon democratic beliefs.

f. Cultural values have changed markedly since World War II; indeed, many claim considerable movement in the direction of Americanization of values.

g. World War II and post war industrialization have created rapid social changes which have been accompanied by a rising crime rate.

h. West German changes since World War II have not been accompanied by similar changes in East Germany which remains under communist control and which includes the area dominated heavily by Junkers in pre-war days.

2. West Germany's political system is democratic, although many still worry about

131. Have a pupil give a report on changes in the family system in Western Germany. He should project tables showing changes and should discuss causes of the changes and possible implications for other aspects of Germany society.

Pye and Verba, *Culture*, pp. 15

Merkl, *Germany*,

132. Project tables showing changes in cultural values as shown by opinion polls right after World War II and more recently. Ask: What do these tables show about trends? What effects are these new values likely to have upon other aspects of German society? Now tell pupils about discussions in Germany about the Americanization of society and some of the reasons given for it.

Merkl, *Germany*, 161-167.

Epstein, *German*
Adenauer, pp. 3

133. Ask: What do you think might have happened to crime rates during and after World War II? Why? Now tell pupils something about what did happen, or have a pupil give a very brief report on changing crime rates in Western Germany. Ask: How does the trend compare with trends in other countries?

134. Have pupils look at a map showing the two Germanys. Point out the area where Junkers were very strong in pre-war days. Ask: Was their strength primarily in what is now West or East Germany? Discuss the implications of this division.

Map of the two

135. Review with pupils the causes for the overthrow of the Wiemar Republic. Then have a pupil describe the govern-

Deutsch, *Our Ch*
Problems, pp. 1

upil give a report on changes in the family n Western Germany. He should project tables changes and should discuss causes of the and possible implications for other aspects ny society.	Pye and Verba, eds., Polit. Culture, pp. 154-160. Merkl, Germany, pp. 142-143.
tables showing changes in cultural values as opinion polls right after World War II and ntly. Ask: What do these tables show about What effects are these new values likely to n other aspects of German society? Now tell bout discussions in Germany about the Americani- f society and some of the reasons given for it.	Merkl, Germany, pp. 136 141, 161-167. Epstein, Germany After Adenauer, pp. 39-42.
t do you think might have happened to crime rates nd after World War II? Why? Now tell pupils some- out what did happen, or have a pupil give a very port on changing crime rates in Western Germany. does the trend compare with trends in other s?	
ils look at a map showing the two Germanys. t the area where Junkers were very strong in days. Ask: Was their strength primarily in what est or East Germany? Discuss the implications division.	Map of the two Germanys.
ith pupils the causes for the overthrow of the epublic. Then have a pupil describe the govern-	Deutsch, Our Changing German Problems, pp. 15-16.

G. Political power is unevenly distributed through a population, even in a democracy.

G. The number of political parties within the system will depend on the basic nature of the cohesions and conflicts in the society, on the governmental structure, and on the electoral system.

G. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority electoral support, the party in a plural society has to make compromises to the conflicting attitudes, interests, and ideologies in the society.

S. Generalizes from data.

its ability to retain suppo
of future crises.

a. The Wiemar Republic fac
and economic problems w
time and general accept
ic government. It was a
a strong presidency, a
numberous political par
stability.

b. Following World War II,
occupation powers final
formation of a new Repu
constitution was an att
of the weaknesses of th
The president has littl
chancellor has great po
stitutional provision h
a sharp reduction in th
tical parties. The Germ
made up of two bodies,
body can only delay leg
Republic is marked by g
tarianism centered in t
chancellor than is true
cracies.

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ted through a population,
in a democracy.

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e electoral system.

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ions of a political party are
t always in competition with
other; in order to build ma-
y electoral support, the party
plural society has to make
omises to the conflicting atti-
, interests, and ideologies
e society.

alizes from data.

its ability to retain support in the face of future crises.

a. The Wiemar Republic faced many social and economic problems without the long-time and general acceptance of democratic government. It was also marked by a strong presidency, a weak chancellor, numberous political parties, and instability.

b. Following World War II, the three western occupation powers finally agreed to the formation of a new Republic. The new constitution was an attempt to get rid of the weaknesses of the Wiemar Republic. The president has little power, the chancellor has great power, and a constitutional provision has brought about a sharp reduction in the number of political parties. The German Parliament is made up of two bodies, but the upper body can only delay legislation. The Republic is marked by greater authoritarianism centered in the role of the chancellor than is true in some democracies.

mental structure under the Wiemar Republic. Discuss: If you had been trying to set up a new republic after World War Ii, how would you have changed the governmental structur? Why?

Carter, et.al.,
Powers, pp. 610

136. Have another group of students present a panel discussion on "The West German Government: How Does It Differ from the Wiemar Republic?" Be sure to have pupils discuss differences in the party system as well as in the structure of government. Have the class compare the West German government with that in Britain and France.

Deutsch, *Our Ch*
Problems, pp. 2

Heidenheimer, *G*
Germany.

Epstein, *German*
Adenauer, pp. 9

Merkl, *Germany*,

Carter, et.al.,
Powers, pp. 655

137. Have several pupils prepare a mock newspaper which might have appeared upon Adenauer's leaving office. It should discuss his accomplishments and prospects for the future.

structure under the Wiemar Republic. Discuss: nad been trying to set up a new republic after ar II, how would you have changed the govern- structur? Why?

Carter, et.al., Major Foreign Powers, pp. 610-623.

other group of students present a panel dis- on "The West German Government: How Does It from the Wiemar Republic?" Be sure to have discuss differences in the party system as in the structure of government. Have the ompare the West German government with that ain and France.

Deutsch, Our Changing German Problems, pp. 27-29.

Heidenheimer, Governments of Germany.

Epstein, Germany After Adenauer, pp. 9-19.

Merkl, Germany, pp. 277-282.

Carter, et.al., Major Foreign Powers, pp. 655-59, 664-707.

veral pupils prepare a mock newspaper which ave appeared upon Adenauer's leaving office. ld discuss his accomplishments and prospects future.

S. Uses Reader's Guide to locate information.

S. Interprets cartoons.

S. Identifies differences in data.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

S. Identifies differences in data.

G. The political importance of the judiciary depends largely on whether or not it has the responsibility for declaring acts of the other two branches unconstitutional.

S. Interprets tables.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

c. Germany has a federal r
unitary system of gover

d. The judiciary has power
review which give it gr
power than the judiciar
in France.

e. There has been a sharp
norms and values since
part as a result of the
as a result of the occu
part as a result of eco
changes since World War
masses of the German pe
republican form of gove
democracy, although th

Reader's Guide to locate in- ation.

rprets cartoons.

tifies differences in data.

ralism pays greater homage unitary systems to local erences and autonomy, but it pays the greater price in in- istency, diversity, and com- ion.

tifies differences in data.

political importance of the ciary depends largely on ner or not it has the respon- lity for declaring acts of the r two branches unconstitutional.

rprets tables.

ges in one aspect of a culture have effects on other aspects; ges will ramify whether they are nological, in social organ- ion, in ideology, or whatever is a part of the cultural em.

c. Germany has a federal rather than a unitary system of government.

d. The judiciary has powers of constitutional review which give it greater political power than the judiciary in Britain or in France.

e. There has been a sharp change in political norms and values since World War II, in part as a result of the war, in part as a result of the occupation, and in part as a result of economic and social changes since World War II. Today the masses of the German people accept the republican form of government and democracy, although this acceptance

138. Have several pupils put on an imaginary "Meet the Press" session between reporters and the present Chancellor of West Germany concerning crucial problems facing his country.	Use Reader's Gu articles.
139. Project a current cartoon on some action of Germany. Discuss the use of symbols in the cartoon.	
140. Have a pupil make a chart to show the German federal system. Have the class study it. Then discuss the differences between the German federal system and our own federal system.	Heidenheimer, T of Germany, ch. Carter, et.al., Powers, pp. 70
141. Tell pupils about the powers of judicial review in Germany. Discuss: Do you think that the German judiciary has more or less political power than the French and British judiciaries do? Why?	Heidenheimer, Germany, ch. Carter, et.al. Powers, pp. 71
142. Following Verba's type of analysis, tell pupils some of the questions which have been raised about how successful the Germany democracy will prove to be in the long run. Then project a series of tables showing changes in political norms and values, the attitudes of the Germans toward the present government, the trends in voting, and the attitudes of the German people toward civic competence. Discuss: What hope do you think there is for the permanent success of democratic	Pye and Verba, Culture, pp. 1

eral pupils put on an imaginary "Meet the Press" between reporters and the present Chancellor of many concerning crucial problems facing his coun-

Use Reader's Guide to locate articles.

a current cartoon on some action of Germany. the use of symbols in the cartoon.

upil make a chart to show the German federal Have the class study it. Then discuss the dif- between the German federal system and our own system.

Heidenheimer, The Governments of Germany, ch. 8.

Carter, et.al., Major Foreign Powers, pp. 708-716.

ils about the powers of judicial review in Discuss: Do you think that the German judi- s more or less political power than the French ish judiciaries do? Why?

Heidenheimer, Governments of Germany, ch. 7.

Carter, et.al., Major Foreign Powers, pp. 717-726.

g Verba's type of analysis, tell pupils some uestions which have been raised about how suc- the Germany democracy will prove to be in the . Then project a series of tables showing in political norms and values, the attitudes ermans toward the present government, the n voting, and the attitudes of the German peo- rd civic competence. Discuss: What hope do you ere is for the permanent success of democratic

Pye and Verba, eds., Political Culture, pp. 133-36, 138-154.

G. The process of political socialization is a continuous process; the individual continually acquires new values and patterns of behavior, and a sharp change in his life may result in resocialization.

G. Political activity, by which the individual seeks his goals and interests through the political system takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

S. Applies previously-learned concepts and generalizations.

G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

is probably based upon wh
able to do economically r
the development of deep-.
positive democratic value
people tend to vote for m
road parties, rather than
either extreme. The Germ
not rank as high in feeli
competence as do the Brit
Americans, and they do no
actively either in politi
in other kinds of volunta

rocess of political social-
on is a continuous process;
ndividual continually ac-
s new values and patterns
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omise is more easily achie-
n those political systems
ich there is agreement on
ions touching the funda-
l social, economic, and
ical institutions.

is probably based upon what it has been able to do economically rather than upon the development of deep-seated and positive democratic values. The German people tend to vote for middle-of the road parties, rather than for those at either extreme. The German people do not rank as high in feelings of civic competence as do the British or the Americans, and they do not participate as actively either in political parties or in other kinds of voluntary organizations.

government in West Germany?

143. Have a pupil give a report on changes in German attitudes toward the Nazis and toward ideas about the individual and the state.

Epstein, Germany Adenauer, pp. 42

Carter, et.al., Powers, pp. 648-

144. Discuss: Should compromise be easier or more difficult within the government today than it was in the Wiemar Republic? Why?

ıt in West Germany?

ıpil give a report on changes in German attiward the Nazis and toward ideas about the in- and the state.

Epstein, Germany After Adenauer, pp. 42-46.

Carter, et.al., Major Foreign Powers, pp. 648-651.

Should compromise be easier or more difficult ıe government today than it was in the Wiemar ? Why?

S. Applies previously-learned concepts and generalizations.

S. Generalizes from data.

G. Any decision is, in part, a product of the internalized values and perceptions of the persons making the decision.

G. The decision-maker reacts to pressure from other decision-makers as well as to pressure from outside the government.

G. The institutions of government constitute the arena or the structure within which the authoritative decisions of the political process are made.

S. Generalizes from data.

S. Identifies differences in data.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers and

f. Political decision makin
affected by many of the
factors as in other demo
ferences arise because
cialization of leaders
because of differences
of government.

g. East Germany remains un
government, and the prob
national unification st
West German government.

3. The West German economic s
economy with less national
dustry than in Britain or
than in the U.S.

a. Following World War II

ies previously-learned concepts
generalizations.

ralizes from data.

decision is, in part, a product
he internalized values and
eptions of the persons making
decision.

decision-maker reacts to pres-
from other decision-makers as
as to pressure from outside
government.

institutions of government
titute the arena or the
cture within which the au-
itative decisions of the
tical process are made.

ralizes from data.

tifies differences in data.

omic systems are usually mixed,
both public and private owner-
and with decisions made both by
government and by consumers and

f. Political decision making by leaders is affected by many of the same kinds of factors as in other democracies; differences arise because of different socialization of leaders and people and because of differences in the structure of government.

g. East Germany remains under a communist government, and the problems of achieving national unification still plague the West German government.

3. The West German economic system is a mixed economy with less nationalization of industry than in Britain or France but more than in the U.S.

a. Following World War II there was a

145. Discuss: How do you think political decision-making by German leaders compares with that in France and in Britain? How does it compare with decision-making by leaders of the Wiemar Republic?

146. Have a pupil present a report on East Germany under Communism. Then have the class compare the systems of government in East and West Germany. Also discuss: Why does this split create problems for the West German government?

Great Decisions

147. Have a pupil give a report on the type of economic system which Western Germany adopted after World War II. He should compare it with the economic systems of Britain, France, and the U.S. in terms of how basic economic questions are worked out. He should also compare it with the system under the Wiemar Republic.

: How do you think political decision-making
an leaders compares with that in France and in
? How does it compare with decision-making by
of the Wiemar Republic?

pupil present a report on East Germany under
sm. Then have the class compare the systems
rnment in East and West Germany. Also discuss:
s this split create problems for the West Ger-
ernment?

Great Decisions 1968.

pupil give a report on the type of economic
which Western Germany adopted after World War
should compare it with the economic systems
ain, France, and the U.S. in terms of how basic
c questions are worked out. He should also com-
with the system under the Wiemar Republic.

businessmen.

G. Most economic systems are in the process of constant change.

S. Interprets tables.

S. Identifies differences in data.

G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.

S. Sets up hypotheses.

S. Interprets tables.

S. Identifies differences in data.

S. Tests hypotheses against data.

definite attempt to gi
prise as much of a role

b. The government has also
numerous welfare progr
differing emphases than
France.

c. German economic growth
a very high rate since
the face of serious war
However, the rate has s
in recent years. The pr
ment was replaced by th
until recently.

inessmen.

t economic systems are in the
cess of constant change.

erprets tables.

ntifies differences in data.

all societies people have cer-
n economic goals. Although some
nomic goals are very much alike,
fferent societies place differing
hases upon them.

s up hypotheses.

erprets tables.

ntifies differences in data.

ts hypotheses against data.

definite attempt to give free enterprise as much of a role as possible.

b. The government has also engaged in numerous welfare programs, but with differing emphases than in Britain or France.

c. German economic growth has proceeded at a very high rate since World War II in the face of serious wartime destruction. However, the rate has slowed down some in recent years. The problem of unemployment was replaced by the lack of labor until recently.

Or the pupil might prepare a chart on the West German economic system, showing how the basic economic questions are worked out in that system. He should then lead a class discussion in which pupils compare this system with that in Britain, France, and the U.S. He should add a comparison of the present economic system and that under the Wiemar Republic.

148. Once more project the table showing social security spending in 1957 in different countries. Discuss: Does Western Germany place as much emphasis upon social security and welfare benefits as does Britain? France? How do expenditures differ? Why do you think it was essential for the government to develop more extensive welfare programs after World War II?

Webb, Britain Fac
Sixties, p. 24.

149. Have a pupil give a report on the serious social and economic problems facing Western Germany following World War II. He should discuss the results of physical devastation (using photos to illustrate), the problems of people who had lost jobs, homes, families, etc., the influx of refugees from Eastern Germany, and the removal of much industrial capital for reparations. Discuss: How would you expect Western Germany to fare as compared to Britain and France in terms of industrial growth in post-war years? (Have pupils set up hypotheses.)

Deutsch, Our Chan
Problems, p. 54.

Merkl, Germany,

150. Once again project the table showing changes in production and productivity from 1953 to 1958. Ask: How did Western Germany compare with Britain and France on growth in production? in output per man hour? in employment? Have pupils check their hypotheses (from #149) against this data.

Webb, Britain Fa
Sixties, p. 21.
figures in Merkl
pp. 119, 124.

upil might prepare a chart on the West German system, showing how the basic economic questions ed out in that system. He should then lead a class on in which pupils compare this system with that in, France, and the U.S. He should add a compari- he present economic system and that under the Wiemar .	
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upil give a report on the serious social and problems facing Western Germany following r II. He should discuss the results of physical ion (using photos to illustrate), the problems e who had lost jobs, homes, families, etc., the f refugees from Eastern Germany, and the removal industrial capital for reparations. Discuss: How u expect Western Germany to fare as compared to and France in terms of industrial growth in post- s? (Have pupils set up hypotheses.)	Deutsch, Our Changing German Problems, p. 54. Merkl, Germany, pp. 115-117.
in project the table showing changes in pro- and productivity from 1953 to 1958. Ask: How ern Germany compare with Britain and France h in production? in output per man hour? in ent? Have pupils check their hypotheses (from ainst this data.	Webb, Britain Faces the Sixties, p. 21. See also figures in Merkl, Germany, pp. 119, 124.

G. At any specific time the total output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Interprets tables.

G. Living levels in the U.S. are very high compared to those in most countries.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

S. Uses ideal types in analyzing social systems.

d. Living levels are still
in the U.S., but they ha
rapidly since 1950.

y specific time the total
t is affected by the quantity
uality of productive resources
or natural resources, labor,
apital goods), by the level
chnology, and by the efficiency
e organizational structure.

prets tables.

g levels in the U.S. are very
compared to those in most
ries.

economic system faces scar-
or a lack of enough productive
rces to satisfy all human
.

ideal types in analyzing social
ms.

d. Living levels are still far below those in the U.S., but they have increased rapidly since 1950.

151. Show the film West Germany Moves Forward. Discuss: What had happened to German industry since World War II? What accounts for the success of the economic system during this period?	Film: West Germa Forward, 1½ reel
152. Have a pupil give a report on what has happened to living levels in Germany since the end of World War II. He should show the class tables to support his statments.	Merkl, Germany, 124.
153. Invite some person who has visited Western Germany to class to talk about Modern Germany.	
154. Now draw on the board a continuum showing the different ideal types of social systems. Have the class decide where to place Germany, England, and France on this continuum. Students should be asked to support their suggested placements.	

film West Germany Moves Forward. Discuss: What ened to German industry since World War II? ounts for the success of the economic system his period?	Film: West Germany Moves Forward, 1½ reels, FFC.
upil give a report on what has happened to evels in Germany since the end of World War hould show the class tables to support his s.	Merkl, Germany, pp. 120-123, 124.
ome person who has visited Western Germany to talk about Modern Germany.	
on the board a continuum showing the different pes of social systems. Have the class decide where Germany, England, and France on this continuum. should be asked to support their suggested ts.	

SUB-UNIT ON FOREIGN POLICY AND CULMINATING SECTION FOR UNIT

OBJECTIVES

GENERALIZATIONS

1. The international system may be looked at as a series of power relationships. (Industrial capacity and energy resources are important bases for national power.)
    a. Nationalism usually makes people prepared to divert resources and effort into channels to achieve nationalistic ends.
    b. Nations may pool their power behind common goals in varying systems of alliances and combinations.
    c. Force as a means of national power depends not only on the effective preponderance of force, but on the possibility that its use may alienate the support of other nations.
2. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.
    a. The process by which a nation sets its foreign policy is
    of its internal polit
3. Imperialism, and particul
of superiority by members
ialistic country, give ri
of frustration; when comb
diffusion of nationalisti
give rise to feelings of
4. War has serious economic
gical effects on the peop
areas.
5. The world is a community
dent countries. Importan
one part of the world aff
    a. Specialization of ind
    regions, and countrie
    interdependence.
        1) Mass production p
        in costs, but it
        upon a big enough
        it profitable.
    b. Some things can be pr
    in one place than in
    of climate, resources
    ple's skills, etc.

N FOREIGN POLICY AND CULMINATING SECTION FOR UNIT

OBJECTIVES

TIONS

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trial capacity and energy resour-
e important bases for national
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tionalistic ends.

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tional self-interest, perceptions
ver relationships between coun-
expectations about how other
s will act, and domestic problems
e.

e process by which a nation sets
its foreign policy is very much a part of its internal politics.

3. Imperialism, and particularly attitudes of superiority by members of the imperialistic country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

4. War has serious economic and psychological effects on the people in war-torn areas.

5. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

    a. Specialization of individuals, regions, and countries makes for interdependence.

        1) Mass production permits reductions in costs, but it is dependent upon a big enough market to make it profitable.

    b. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

6. Capital formation through saving (or foreign aid) is a major means of increasing an economy's total output over time, because it increases productive capacity.

7. People do not change their behavior unless they feel a need to change.

8. A region is an area of one or more homogeneous features.

   a. Regions are delimited on many different bases, depending upon the purpose of the study.

SKILLS

1. Sets up hypotheses.

2. Applies previously-learned concepts and generalizations.

3. Draws inferences from a comparison of different map patterns of the same area.

4. Generalizes from data.

ATTITUDES

1. Is curious about social data.

2. Is committed to the free examination of social attitudes and data.

3. Is sceptical of panacea

ormation through saving
ign aid) is a major means
asing an economy's total
ver time, because it in-
roductive capacity.

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ey feel a need to change.

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s about social data.

ted to the free examination
attitudes and data.

3. Is sceptical of panaceas.

OBJECTIVES

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Generalizes from data.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

S. Draws inferences from a comparison of different map patterns of the same area.

CONTENT

V. Each of the Western European cou
international problems; the coun
by and large by moving toward g
and economic cooperation with e
the United States.

A. Each of the major Western Eu
faces some problems which aff
from the others; however, th
stake in their outcome.

1. Britain has faced the los
has had to try to readjus
relations.

S

URIOUS ABOUT SOCIAL DATA.

lizes from data.

s may pool their power behind
goals in varying systems of
ces and combinations.

inferences from a comparison
fferent map patterns of the
rea.

CONTENT

V. Each of the Western European countries faces serious international problems; the countries have reacted by and large by moving toward greater political and economic cooperation with each other and with the United States.

   A. Each of the major Western European countries faces some problems which affect it differently from the others; however, the others have a stake in their outcome.

      1. Britain has faced the loss of colonies and has had to try to readjust commonwealth relations.

TEACHING PROCEDURES	MATERIALS
1. Discuss: In the light of what you learned about the history of Western Europe and what you have studied about Britain, France, and Germany thus far, what problems do you think these countries faced internationally after World War II? What issues do you think the U.S. must have faced in its relations with Western European countries?	
2. Give pupils a chance to read in class on problems related to relations among Western European countries, relations between these countries and other countries, and U.S. policies related to Western Europe. Before pupils begin, give them a series of suggested individual and small group activities and let them suggest others. Make assignments and give pupils a schedule indicating when their projects must be ready.	Also see bibl
3. Have a group of students present a panel discussion on the British Empire and Commonwealth prior to World War II. They should explain the organization of the Commonwealth, and they might discuss the pros and cons of such an organization for the British and for the Commonwealth countries.	See history t Carter, et.al Powers, pp. 2 Saywell and R wealth of Nat 81.
4. Have a pupil prepare two maps showing what has happened to the British Commonwealth and empire since World War II. Then have another pupil give a report on the reasons for the decline of the empire.	Webb, Britain Sixties, pp. Theobald, ed.

CEDURES

In the light of what you learned about the of Western Europe and what you have studied itain, France, and Germany thus far, what prob- you think these countries faced internationally rld War II? What issues do you think the U.S. e faced in its relations with Western European s?

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roup of students present a panel discussion on ish Empire and Commonwealth prior to World War should explain the organization of the Common- and they might discuss the pros and cons of organization for the British and for the Common- ountries.

upil prepare two maps showing what has happened ritish Commonwealth and empire since World War have another pupil give a report on the reasons decline of the empire.

MATERIALS

I

Also see bibliography.

See history textbooks.

Carter, et.al., Major Foreign Powers, pp. 215-221.

Saywell and Ricker, Commonwealth of Nations, pp. 74-81.

Webb, Britain Faces the Sixties, pp. 36-40.

Theobald, ed., Britain in

S. Generalizes from data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. Nationalism usually makes people prepared to divert resources and effort into channels to achieve nationalistic ends.

G. Force as a means of national power depends not only on the effective preponderance of force, but on the possibility that its use may alienate the support of other nations.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Generalizes from data.

2. The French have also faced
problems and hav worked ou
with former colonies.

alizes from data.

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)F SOCIAL ATTITUDES AND DATA.

nalism usually makes people
red to divert resources and
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affect other parts.

gn policy considerations are
ted by ideology, considera-
of national self-interest,
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en countries, expectations
how other nations will act,
omestic problems at home.

alizes from data.

2. The French have also faced serious colonial problems and hav worked out new relations with former colonies.

the Sixties,

5. Have several pupils role-play a discussion between British, French, and American diplomats during the Suez Crisis.

Use books on
library.

6. Have a group of pupils role-play a discussion among a group of Englishmen about what has happened to the British Empire and Commonwealth since World War II. They should discuss what the changes mean for Britain and what Britain's course should now be toward the remaining members of the Commonwealth.

7. Have a pupil prepare a chart to show the important characteristics of the French Union. Discuss: How does the French Union compare with the British Commonwealth?

Carter, et.a
Powers, pp.

Godfrey, Go

the Sixties, part 3.

everal pupils role-play a discussion between h, French, and American diplomats during the risis.

Use books on Middle East in library.

a group of pupils role-play a discussion among a of Englishmen about what has happened to the British and Commonwealth since World War II. They should s what the changes mean for Britain and what Britain's should now be toward the remaining members of the nwealth.

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Carter, et.al., Major Foreign Powers, pp. 409-414.

Godfrey, Government of France,

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

G. Nationalism usually makes people prepared to divert resources and effort into channels to achieve nationalistic ends.

G. Force as a means of national power depends not only on the effective preponderance of force, but on the possibility that its use may alienate the support of other nations.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Sets up hypotheses.

3. Germany faces a serious
divided Germany and an i

rialism, and particularly atti-
s of superiority by members of
imperialist country, give rise
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alistic ideas, it helps give
to feelings of nationalism.

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ibility that its use may
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ational self-interest, percep-
s of power relationships be-
n countries, expectations about
other nations will act, and
stic problems at home.

up hypotheses.

3. Germany faces a serious question of a divided Germany and an isolated Berlin.

ch. 10.

Duverger, Fre
System, ch. 1

8. Have a pupil prepare a dittoed report on the Algerian crisis, its effects upon France, and the final solution. Have the class read and discuss this report.

Godfrey, Gov'
pp. 145-159.

Davey, ed., F
pp. 177-186.

9. Have a pupil prepare a map showing the partition of Germany. He should explain how this partition came a-

Germ. Inf. C
Pounds, Divi
Berlin.

ch. 10.

Duverger, French Political System, ch. 11.

pupil prepare a dittoed report on the Algerian
its effects upon France, and the final solution.
class read and discuss this report.

Godfrey, Gov't of France, pp. 145-159.

Davey, ed., France in Crisis, pp. 177-186.

pupil prepare a map showing the partition of
. He should explain how this partition came a-

Germ. Inf. Center, Berlin.
Pounds, Divided Germany and Berlin.

G. The process by which a nation sets its foreign policy is very much a part of its internal politics.

G. War has serious economic and psychological effects on the people in war-torn areas.

G. People do not change their behavior unless they feel a need to change.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

B. The Western European count
toward new forms of milita
political cooperation with
with the United States. Ho
of the programs have been
pendent actions on the par

1. The war and the economi
by it and the post-war
Soviet Union and threat
case of a war between t
U.S.S.R. gave impetus t

process by which a nation sets
foreign policy is very much a
of its internal politics.

has serious economic and psy-
ogical effects on the people
ar-torn areas.

e do not change their behavior
s they feel a need to change.

MMITTED TO THE FREE EXAMINA-
OF SOCIAL ATTITUDES AND DATA.

B. The Western European countries have moved toward new forms of military, economic, and political cooperation with each other and with the United States. However, recently some of the programs have been hampered by independent actions on the part of certain nations.

1. The war and the economic problems created by it and the post-war threat from the Soviet Union and threat of invasion in case of a war between the U.S. and the U.S.S.R. gave impetus to new attempts at

bout. Ask: How do you think the German people would react to this partition?

Have a group of students role-play a discussion between various German leaders about the partition of Germany.

10. Have a pupil give an oral report on the Berlin Wall and what it means to West and East Germans. He should include a discussion of the attempts to escape, and the effects of both failures and sucesses.

11. Show a film on reconstruction problems facing Europe after World War II. (e.g. The Search on problems of reuniting families after World War II; Passport to Nowhere on the problems of displaced persons after the war). Discuss general destruction as well as problems of displaced people.

12. Now remind pupils of the period when the Cold War began between the U.S. and the Soviet Union. Ask: If you had been citizens of France, Germany, or Britain during this period, how would you have reacted to this Cold War?

Heidenheimer,
Germany, ch. 1

Epstein, Germa
Adenauer, pp.

Germ. Inf. Cen
Pounds, Divide
Berlin.

Great Decision
24-25.

Use Reader's (

See also Heaps
Shame.

Film: The Sea
reels.

Film: Passpor
RKOP, 2 reels

<: How do you think the German people would
this partition?

roup of students role-play a discussion be-
rious German leaders about the partition of

Heidenheimer, Governments of Germany, ch. 11.

Epstein, Germany After Adenauer, pp. 48-57.

Germ. Inf. Center, Berlin.
Pounds, Divided Germany and Berlin.

Great Decisions, 1965, pp. 24-25.

pupil give an oral report on the Berlin Wall and
means to West and East Germans. He should include
ssion of the attempts to escape, and the effects
failures and sucesses.

Use Reader's Guide.

See also Heaps, The Wall of Shame.

ilm on reconstruction problems facing Europe
orld War II. (e.g. The Search on problems of re-
families after World War II; Passport to No-
n the problems of displaced persons after the
iscuss general destruction as well as problems
laced people.

Film: The Search, TFC, 3 reels.

Film: Passport to Nowhere, RKOP, 2 reels.

ind pupils of the period when the Cold War began
the U.S. and the Soviet Union. Ask: If you had
tizens of France, Germany, or Britain during this
how would you have reacted to this Cold War?

S. Applies previously-learned concepts and generalizations.

G. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

G. Mass production permits reductions in costs, but it is dependent upon a big enough market to make it profitable.

G. Specialization of individuals, regions, and countries makes for interdependence.

G. Foreign policy considerations are affected by ideology, considerations

political and economic

2. The U.S. Marshall Plan
demanded a certain amou
cooperation between Wes
tries. European recover
by several U.N. agencie

3. Western European countr
blocs of countries with
nomic cooperation.

   a. The Common Market was
   organizations for eco
   developed some polit
   which some think may
   to a united Western E

   b. The outer seven, incl
   developed less far-re

ies previously-learned concepts
generalizations.

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limate, resources, access, peo-
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enough market to make it pro-
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ialization of individuals, re-
, and countries makes for in-
pendence.

gn policy considerations are
ted by ideology, considerations

political and economic cooperation.

2. The U.S. Marshall Plan provided aid but demanded a certain amount of economic cooperation between Western European countries. European recovery was also aided by several U.N. agencies.

3. Western European countries developed two blocs of countries with considerable economic cooperation.
   a. The Common Market was built upon earlier organizations for economic aid and has developed some political institutions which some think may eventually lead to a united Western Europe.
   b. The outer seven, including Britain, developed less far-reaching forms of

What dangers would it have imposed upon you?

13. Tell the class that they will study more later about the Marshall Plan which was a plan to provide American aid for economic reconstruction. At this time, point out the demands which the U.S. made for cooperation between countries in order to get this aid. Ask: Why do you think the U.S. made such a demand?

14. One of the students might prepare a bulletin board display showing the various steps to European cooperation.

See Calderwoo
p. 29.

Have a group of students present a symposium on the development of various types of economic cooperation between the different European countries and the eventual development of the Common Market. They should analyze reasons and accomplishments.

Calderwood,
pp. 25-37, 5
Nystrom & Ma
ket, ch. 3.
Krause, The

Shanks & Lam
Market.
Davey, ed.,
pt. II.
Clayton, U.S
Common Marke
Current Hist
Current Hist
pp. 321-325.
Great Decisi
16-20.
Deutsch, New

15. Now have several pupils present a symposium on the development of an opposing organization of the outer

Nystrom & Ma
ket, pp. 94-

gers would it have imposed upon you?

class that they will study more later about
hall Plan which was a plan to provide American
economic reconstruction. At this time, point
demands which the U.S. made for cooperation
countries in order to get this aid. Ask: Why
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wing the various steps to European cooperation.

See Calderwood, W. Europe, p. 29.

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t of various types of economic cooperation be-
e different European countries and the eventual
ent of the Common Market. They should analyze
and accomplishments.

Calderwood, Western Europe, pp. 25-37, 56.
Nystrom & Malof, Common Market, ch. 3.
Krause, The Common Market.

Shanks & Lambert, Common Market.
Davey, ed., France in Crisis, pt. II.
Clayton, U.S. Trade and the Common Market, pp. 3-22.
Current History, Nov., 1963.
Current History, Dec., 1964, pp. 321-325.
Great Decisions, 1964, pp. 16-20.
Deutsch, New Europe, pp. 5-14.

several pupils present a symposium on the de-
t of an opposing organization of the outer

Nystrom & Malof, Common Market, pp. 94-98 & ch. 5.

of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

G. Mass production permits reductions in costs, but it is dependent upon a big enough market to make it profitable.

G. Specialization of individuals, regions, and countries makes for interdependence.

economic cooperation
zation may break up
and some of the othe
to the Common Market
final decision to en
Market was opposed b
hesitation has been
Commonwealth relatio

4. Western European countr
ated in NATO, a defense
communist countries. F
cided to pull out of NA

ational self-interest, per-
tions of power relationships
veen countries, expectations
ut how other nations will
, and domestic problems at
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ialization of individuals,
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rdependence.

economic cooperation, and the organization may break up when and if Britain and some of the others are admitted to the Common Market. Britain's final decision to enter the Common Market was opposed by France. Its hesitation has been affected by its Commonwealth relations.

4. Western European countries have cooperated in NATO, a defense arrangement against communist countries. France finally decided to pull out of NATO.

seven. Why did it develop? What is the outlook for its future?	Webb, *Britain F* *Sixties*, pp. 41 Calderwood, *W.* pp. 38-43, 52-5 Kraus, *Common M* 172-182. *Current History*
16. Have a pupil tell the class about the British arguments for and against requesting admittance to the Common Market.	See above.
17. Have several pupils role-play a discussion of members of the Council of Ministers over whether or not to admit Britain to the Common Market.	See above.
18. Have a pupil prepare a chart illustrating the purposes and organization of NATO. He should be prepared to tell the class more about how NATO has operated and why it was organized.	Deutsch, *New E* 20, 30-33. Use *Reader's G* locate current

y did it develop? What is the outlook for e?	Webb, Britain Faces the Sixties, pp. 41-46. Calderwood, W. Europe, pp. 38-43, 52-53. Kraus, Common Market, pp. 172-182. Current History, Nov., 1963.
pil tell the class about the British argu- and against requesting admittance to the rket.	See above.
ral pupils role-play a discussion of members uncil of Ministers over whether or not to tain to the Common Market.	See above.
pil prepare a chart illustrating the purposes ization of NATO. He should be prepared to class more about how NATO has operated and s organized.	Deutsch, New Europe, pp. 15-20, 30-33. Use Reader's Guide to locate current articles.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Capital formation through saving (or foreign aid) is a major means of increasing an economy's total output over time, because it increases productive capacity.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Capital formation through saving (or foreign aid) is a major means of increasing an economy's total output over time, because it increases productive capacity.

G. Specialization increases interdependence.

C. The U.S. has been committed
Western European countries,
and still faces problems in
with these countries.

1. U.S. aid provided a great
covery in Western Europe
and the defeated enemy.

2. The U.S. has favored the
faces some problems

gn policy considerations are
ted by ideology, considerations
tional self-interest, percep-
of power relationships be-
countries, expectations a-
ow other nations will act,
omestic problems at home.

l formation through saving
reign aid) is a major means
reasing an economy's total
over time, because it in-
s productive capacity.

gn policy considerations are
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of power relationships be-
countries, expectations a-
ow other nations will act,
mestic problems at home.

l formation through saving
reign aid) is a major means
reasing an economy's total
over time, because it in-
s productive capacity.

lization increases interde-
ce.

C. The U.S. has been committed to working with Western European countries, but it has faced and still faces problems in its relationships with these countries.

1. U.S. aid provided a great impetus to recovery in Western Europe of both its allies and the defeated enemy.

2. The U.S. has favored the Common Market but faces some problems because of it.

19. Have another pupil tell the class about the differences which arose between the French and NATO and the decision of DeGaulle to withdraw during the winter of 1966. Discuss: What are some of the problems arising from the French withdrawal?

Great Decisions
22-24.

Great Decisions
22-23.

Great Decisions
29-39.

20. Show the film Europe Looks Ahead on the effects of Marshall Plan aid on European recovery.

Film: Europe Lo
2 reels.

21. Tell pupils about Morganthau's plan for Germany. Then quote Merkl to the effect that the U.S. policy of helping Germany recover was one of the best uses of our money that we could have made. Have a pupil tell the class about the American occupation and help. Discuss the pros and cons of our actual policy toward this former enemy.

Merkl, Germany

22. Show the film Round Trip: The U.S.A. in World Trade. Discuss: What are the pros and cons of trade barriers? of lowering such barriers?

Film: Round Tr
In World Trade

er pupil tell the class about the differences e between the French and NATO and the decision e to withdraw during the winter of 1966. Dis- are some of the problems arising from the hdrawal?	Great Decisions, 1964, pp. 22-24. Great Decisions, 1965, pp. 22-23. Great Decisions, 1966, pp. 29-39.
ilm Europe Looks Ahead on the effects of Mar- aid on European recovery.	Film: Europe Looks Ahead, 2 reels.
s about Morganthau's plan for Germany. Then kl to the effect that the U.S. policy of ermany recover was one of the best uses of our t we could have made. Have a pupil tell the ut the American occupation and help. Discuss and cons of our actual policy toward this form- .	Merkl, Germany, p. 11
film Round Trip: The U.S.A. in World Trade. Dis- t are the pros and cons of trade barriers? of such barriers?	Film: Round Trip: The U.S.A. in World Trade, EBF, 2 reels.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

A. IS SCEPTICAL OF PANACEAS.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, percep-

3. The United States has scm
between the desire to sup
European allies and the d
colonial independence and
with colonial and recent

4. The U.S. has supported We
has faced serious interna
ver Berlin.

gn policy considerations are
ted by ideology, considerations
tional self-interest, percep-
of power relationships be-
countries, expectations a-
how other nations will act,
omestic problems at home.

EPTICAL OF PANACEAS.

orld is a community of inter-
dent countries. Important
nings in one part of the world
t other parts.

gn policy considerations are
ted by ideology, considerations
tional self-interest, percep-

3. The United States has sometimes been caught between the desire to support its western European allies and the desire to promote colonial independence and good relations with colonial and recent colonial peoples.

4. The U.S. has supported Western Germany and has faced serious international crises over Berlin.

Or show the film Protective Tariff vs. Free Trade, a See It Now program on the American debate over tariffs on watches. Discuss: What are the arguments for freer trade with Europe? for higher tariffs? Have you changed your mind at all about tariffs? Why or why not?

Film: Protectiv
Free Trade, McG
2½ reels.

23. In classes of higher than average ability, you might like to use the College of the Air economics television program film on America and the European Common Market. Have a group of pupils read on problems ahead of time and add to the ideas presented in the film.

Krause, Common
136-171.

Clayton, U.S. T
Common Market,

Great Decision
21-22.

24. Have several pupils assume the roles of the U.S. Secretary of State and several of his advisors, including his advisors on the Middle East and North Africa and his advisors on France and Britain. They should role-play a discussion on what actions the U.S. should take on crises which France and Britain have with colonies.

25. Have a pupil tell the class briefly about the Berlin airlift. What was its purpose? Why was it important?

See history te

ne film Protective Tariff vs. Free Trade, a See rogram on the American debate over tariffs on Discuss: What are the arguments for freer trade ope? for higher tariffs? Have you changed your all about tariffs? Why or why not?	Film: Protective Tariff vs. Free Trade, McGraw-Hill, 2½ reels.
es of higher than average ability, you might use the College of the Air economics television film on America and the European Common Market. roup of pupils read on problems ahead of time to the ideas presented in the film.	Krause, Common Market, pp. 136-171. Clayton, U.S. Trade and the Common Market, pp. 20-55. Great Decisions, 1964, pp. 21-22.
eral pupils assume the roles of the U.S. Secre- State and several of his advisors, including his on the Middle East and North Africa and his on France and Britain. They should role-play sion on what actions the U.S. should take on hich France and Britain have with colonies.	
pupil tell the class briefly about the Berlin . What was its purpose? Why was it important?	See history textbook.

tions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Generalizes from data.	
G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.	5. Current policy differenc the U.S. should expect to differences with its all with other nations.
G. The international system may be looked at as a series of power relationships. (Industrial capacity and energy resources are important bases for national power.)	6. If Western Europe were e developing an integrated it would have almost the and industrial power as would probably require s U.S. policies.
A. IS CURIOUS ABOUT SOCIAL DATA.	

s of power relationships be-
n countries, expectations a-
how other nations will act,
lomestic problems at home.

ralizes from data.

ign policy considerations are cted by ideology, considerations ational self-interest, percep- s of power relationships be- n countries, expectations a- how other nations will act, lomestic problems at home.

international system may be ed at as a series of power tionships. (Industrial capa- and energy resources are im- ant bases for national power.)

URIOUS ABOUT SOCIAL DATA.

5. Current policy differences indicate that the U.S. should expect to have some policy differences with its allies as well as with other nations.

6. If Western Europe were ever to succeed in developing an integrated, federal state, it would have almost the same population and industrial power as has the U.S. It would probably require some changes in U.S. policies.

26. Show the film Berlin: Test for the West. Discuss: Should the U.S. continue to support West Berlin against communist Germany and the U.S.S.R.? Why is West Berlin important to West Germany?	Film: Berlin: Te West, EBF, 2 ree
27. Have pupils read current magazine articles and pamphlets about controversies arising between the U.S. and France or some other Western European ally about foreign policy matters. Discuss the specific issue and then discuss: Why is it becoming more difficult in some ways for the western allies and the U.S. to maintain a common front on all foreign policy matters? Should the U.S. stop cooperating with these allies when they refuse to go along with our policies? Why or why not?	Great Decisions 24-26. Use Reader's Gu articles.
28. Show the film Will Europe Unite? Discuss: What would be the effect of a united Europe? What would it mean for U.S. policies?	Film: Will Euro 2 reels, FPA.
29. Have pupils read about and discuss any recent conflict between the U.S. and the U.S.S.R. over any Western European issue. What actions do pupils think the U.S. should take? Why? Postpone an extensive discussion of the conflict until the end of unit two. Use the discussion as a transition to that unit.	

film Berlin: Test for the West. Discuss: Should continue to support West Berlin against commu- many and the U.S.S.R.? Why is West Berlin impor- lest Germany?

Film: Berlin: Test for the West, EBF, 2 reels.

ils read current magazine articles and pamphlets ntroversies arising between the U.S. and France other Western European ally about foreign policy Discuss the specific issue and then discuss: Why coming more difficult in some ways for the west- es and the U.S. to maintain a common front on all policy matters? Should the U.S. stop cooperating se allies when they refuse to go along with our ? Why or why not?

Great Decisions, 1964, pp. 24-26.

Use Reader's Guide to locate articles.

film Will Europe Unite? Discuss: What would ffect of a united Europe? What would it mean policies?

Film: Will Europe Unite?, 2 reels, FPA.

ils read about and discuss any recent conflict the U.S. and the U.S.S.R. over any Western issue. What actions do pupils think the U.S. ake? Why? Postpone an extensive discussion onflict until the end of unit two. Use the on as a transition to that unit.

S. Generalizes from data.

G. A region is an area of one or more homogeneous features.

G. Regions are delimited on many different bases, depending upon the purpose of the study.

S. Generalizes from data.

VI. Despite differences in their so
and economic systems, Britain,
Germany have many things in comm
other European countries share
can be identified as a Western

ralizes from data.

gion is an area of one or more
geneous features.

ns are delimited on many dif-
t bases, depending upon the
se of the study.

alizes from data.

VI. Despite differences in their social, political, and economic systems, Britain, France, and Western Germany have many things in common. They and some other European countries share many aspects of wha can be identified as a Western European culture.

31. Have pupils pretend to be Americans who have visited Britain, France, and West Germany. They should write a series of letters home comparing these countries with each other and with the United States. Or they should prepare a series of background news articles for a newspaper making such comparisons.

32. Have several pupils give reports on other Western European countries in which they are interested. They should contrast the social, political, and economic systems of the country studied with those of Britain, France, and Germany. (Or show films and make such contrasts.)

33. Hold a general class discussion summarizing differences between Britain, France, and Germany, and other Western European countries studied. Then discuss: Why do you think social scientists still group these three countries together when talking about a Western European culture? Why do you think they have so many things in common? (Return to the questions raised in the sub-unit on geography.)

34. Have a pupil prepare a bulletin board pointing up similarities and differences between the U.S. and Western Europe.

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THE POLITICAL SYSTEMS OF WESTERN EUROPE

by Robert Holt

There are major problems that accompany any effort to adopt an area study of Western Europe. Although the cultural unity of Western Europe is as great (or greater) than that of, for example, the Indian sub-continent, the existence of a dozen nation-states with quite different types of political organization makes it difficult in a short period to present an adequate picture. One possible solution is to identify problems worth studying and focus attention alternately on the countries the study of which best illuminates the problem.

The United Kingdom

Many of the roots of the American political system are found in English political theory and practice of the 17th and 18th centuries. Yet while today, both the United States and the United Kingdom have democratic systems, there are significant differences in the way in which they operate. Some of the differences in English practice are important to bring to the attention of the American student. They are practices which the popular American political mythology holds to be virtually incompatible with democr
fundamental to the British syste
portant can be enumerated.

1. In popular American my
two fundamental pillars on whic
system rests is that of a separa
Governmental authority must be
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lations between these branches
system of checks and balances.
ious charges that can be made a
any branch of government is tha
the proper balance. Any concer
is viewed with alarm.

In the English system of go
is no separation of power betwe
legislative. All significant legis
by the Cabinet, drafted under its
troduced by one of its members,
rigidly controls the timetable of
It is exceedingly rare that a pie
supported by the cabinet is not

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They are practices which the popu-
n political mythology holds to be virtually incompatible with democracy, yet they are fundamental to the British system. The most important can be enumerated.

1. In popular American mythology, one of the two fundamental pillars on which our democratic system rests is that of a separation of powers. Governmental authority must be split between legislative, executive and judicial branches and relations between these branches governed by a system of checks and balances. One of the serious charges that can be made against a man in any branch of government is that he is upsetting the proper balance. Any concentration of power is viewed with alarm.

In the English system of government there is no separation of power between executive and legislative. All significant legislation is initiated by the Cabinet, drafted under its supervision, and introduced by one of its members; and the cabinet rigidly controls the timetable of the legislature. It is exceedingly rare that a piece of legislation supported by the cabinet is not passed.

This fusion and concentration of executive-legislative authority is not an accident nor is it considered undesirable. The British fear the diffusion of responsibility as much as Americans fear the concentration of power, and to concentrate responsibility in a stable system, authority must also be concentrated. In the American system of government the capricious use of power is prevented (theoretically by preventing any man or small group of men from monopolizing too much power; while in Britain the capricious use of power is controlled by institutional devices that hold those who exercise power accountable for their acts. (The degree to which it is difficult to hold men responsible for their political actions in the United States can be neatly illustrated by drawing attention to a piece of legislation that the public opinion polls indicate has the backing of a majority of the electorate but which fails to pass in session after session of Congress. Ask the students who are responsible for this thwarting of the will of the majority. It will be difficult for anyone to come up with a clear-cut answer, but a number of different men or groups who share responsibility might be identified. Next ask how they can be held accountable for their acts? The point can be made dramatically by indicating how such a problem is unlikely to arise in England and if it did arise how it would be quickly solved.)

2. To most Americans the division of power
in our federal system is equally as c
of democracy as is the separation of
studying the United Kingdom, the stu
ly be getting his first look at a demo
that is unitary rather than federal. T
"sovereign states," no constitutional
ers that reserve for the states or for
themselves powers not explicitly ass
tral government or prohibited to the
cal government authorities in Britain
legal authority from Parliament and
ity in the House of Commons can cre
or modify local government authority

It should be possible to generate
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flourishes) in the absence of these tw
tures of American government. The
of the answer might well be presente
text of a further set of contrasts betw
and America.

1. The Cabinet - The plural exec
inet composed of members of legisla
and collective responsibility are all i
features of British government that n
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n is unlikely to arise in England
rise how it would be quickly solved.)

st Americans the division of power in our federal system is equally as crucial a pillar of democracy as is the separation of powers. In studying the United Kingdom, the student will likely be getting his first look at a democratic system that is unitary rather than federal. There are no "sovereign states," no constitutional "reserved" powers that reserve for the states or for the people themselves powers not explicitly assigned to the central government or prohibited to the states. All local government authorities in Britain derive their legal authority from Parliament and a simple majority in the House of Commons can create, destroy, or modify local government authority.

It should be possible to generate in the student some interest in how democracy survives (indeed, flourishes) in the absence of these two valued features of American government. The presentation of the answer might well be presented in the context of a further set of contrasts between Britain and America.

1. The Cabinet - The plural executive, the cabinet composed of members of legislative bodies, and collective responsibility are all important features of British government that must be understood if the operation of British government is to be appreciated. They all are significantly different from American practice. More impor-

tant to emphasize than any of these, however, is the cabinet as a deliberative body and the seat of authoritative policy making.

2. Parliament - A bicameral legislature in which one house is greatly inferior to the other is perhaps the most spectacular difference between the American and British legislature. More important to an understanding of the British system, however, are the relatively powerless non-specialized committees and the non-partisan Speaker.

3. Relations between Cabinet and Commons - There are two aspects of this relationship to be highlighted. One is the degree and kind of control that the Cabinet exercises over the time and activity of the Commons. The second is the institutions through which the cabinet is held accountable for its actions to the Commons and through the Commons to the electorate. The question period, the role of the Opposition as the "critic" (not the obstructor) of the government and the Opposition as the "educator" of the electorate are points to discuss.

4. Political Parties and the Commons - How the system as described thus far can operate can be explained only through a description of the role
of political parties in Commons.
the majority party is the Prime M
Prime Minister and his Cabinet c
of Commons through their contro
political party. In American term
P. M. 's are "rubber stamps" voti
according to the dictates of the pa
But most Englishmen would argue
ish system of disciplined parties
ter realization of the democratic
tion and responsibility than does
tem of undisciplined parties. The
should be presented.

5. Parties and elections - I
ties in Commons require a certai
organization outside of Parliamen
between central direction and con
omy should be treated along with
of the way in which the party syst
attention on issues rather than up
At this point the importance of th
festo (party platform) and the way
manifesto of the victorious party
to legislation with dispatch can b

6. Cabinet and Civil Service
ment of the Cabinet in the admini
be included to balance the role of

phasize than any of these, however, net as a deliberative body and the horitative policy making.

rliament - A bicameral legislature in house is greatly inferior to the other the most spectacular difference be- merican and British legislature. More to an understanding of the British sys- ver, are the relatively powerless non- d committees and the non-partisan

lations between Cabinet and Commons two aspects of this relationship to be . One is the degree and kind of control binet exercises over the time and activ- ommons. The second is the institu- gh which the cabinet is held account- actions to the Commons and through ns to the electorate. The question role of the Opposition as the "critic" structor) of the government and the Op- the "educator" of the electorate are iscuss.

litical Parties and the Commons - How as described thus far can operate can ed only through a description of the role of political parties in Commons. The leader of the majority party is the Prime Minister. The Prime Minister and his Cabinet control the House of Commons through their control of a disciplined political party. In American terms, almost all P. M.'s are "rubber stamps" voting on the floor according to the dictates of the party leadership. But most Englishmen would argue that the British system of disciplined parties leads to a better realization of the democratic ideal of representation and responsibility than does the American system of undisciplined parties. The British argument should be presented.

5. Parties and elections - Disciplined parties in Commons require a certain kind of party organization outside of Parliament. The balance between central direction and constituency autonomy should be treated along with a discussion of the way in which the party system focuses the attention on issues rather than upon personalities. At this point the importance of the election manifesto (party platform) and the way in which the manifesto of the victorious party gets enacted into legislation with dispatch can be discussed.

6. Cabinet and Civil Service - Some treatment of the Cabinet in the administration should be included to balance the role of the Cabinet in

legislation that has already been discussed. Most Cabinet Ministers are heads of the great departments of government. The relative absence of political appointments to Departmental administrative positions, the crucial role of the treasury in the total administrative organization and the important characteristics of the civil service should be mentioned.

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Two further features of the British government deserve some mention.

1. The British Constitution is unwritten. It is composed of certain acts of Parliament, some important judicial decisions and a number of conventions. Any aspect of it can be changed by a simple majority of the House of Commons (with two minor exceptions which require also the consent of the House of Lords.).

2. Great Britain is a monarchy, and although the monarch has no significant political power, the role and importance of the Crown should be discussed.

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The section on government in the U dom might well end up by placing emph fact that many of the characteristics of ment that many Americans hold to be e to the continuation of democracy are la England and yet the government is dem This would suggest that some other fea might be far more important. We can p identify some of those features by look countries where democratic governmen less successful; namely, France and G

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The section on government in the United Kingdom might well end up by placing emphasis on the fact that many of the characteristics of government that many Americans hold to be essential to the continuation of democracy are lacking in England and yet the government is democratic. This would suggest that some other features might be far more important. We can probably identify some of those features by looking at countries where democratic government has been less successful; namely, France and Germany.

The literature on Government in Great Britain is enormous. One little book, however, contains much of what is suggested above. (Ivor Jennings, The British Constitution.) This book should be easily comprehensible by teachers and by many of the students.

The Continent

It would certainly be undesirable to attempt to present a brief survey of all of the various countries of Western Europe in a single unit. If some limitation has to be made, it is important to be explicit about the rationale of the choice. One could, for example, continue to explore the kinds of problems that were discussed in relationship to the United Kingdom. Attention in this case would be focused on the Scandinavian countries, the Low Countries and Switzerland. One could also take an opposite course, concentrating attention on the dictatorial political systems, in which case Germany, Italy and Spain would come in for primary emphasis.

My recommendation is that attention be focused on the evolution and operation of democratic systems under quite different social and cultural environments from those of the United States or the United Kingdom. Germany and France provide excellent illustrations.

The section could well be introduced by a brief review of the political history of England, France and Germany. This review could draw attention to the fact that since the 17th century there has been no dramatic political revolution in England. The twentieth century Englishman, if thrust back into the 18th century could recognize the basic institutions of cabinet government in operation. In the process of becoming more representative and more responsible, the basic mold of parliamentary and cabinet government was changed remarkably little. And the major changes which have been caused by the development of a disciplined two party system came slowly. One cannot date more accurately than within twenty --perhaps fifty years-- when
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In France and Germany, by contrast, dramatic change rather than slow evolution was the pattern. France, for example, experienced major changes in the form of government in 1789, 1799, 1815, 1848, 1852, 1870, 1940, 1945, 1958. One can argue that throughout the 19th and 20th centuries France has been "searching" for a stable and suitable constitutional form. The pendulum has swung from monarchy to republic, from strong executive to weak executive without ever finding a point of equilibrium. In Germany the pattern has been similar, but of course, has been confined to a shorter time period. There was no unified German political entity before 1870, and since that time change has hardly been smooth and predictable. In 1918, 1933, 1945, and 1952 major changes were made with democratic systems alternating with autocratic systems.

If this historical review is presented properly, it should be easy to raise the question, "why." Why does England which shares so many cultural characteristics with France and Germany have such a strikingly different political history? In the process of developing an answer to this question it should be possible to teach the student some things of interest about France and Germany, some things of importance about politics, and some things of significance about the way in which evidence is collected and knowledge built up in the social sciences.

Before trying to answer any question, it is important to find out if one has the "right" question. In many ways the question as posed is not the "right" question --primarily because it is too broad. If we can start by asking a question that is somewhat more limited it may be easier to answer. One way of proceeding would be to inquire into the circumstances in which there were major constitutional changes in Germany and France. Several striking similarities are observable.

1. Virtually all of the major constitutional crises in France and Germany occurred either during periods of major economic stress or foreign policy crisis. (Witness France: 1958, Algerian crisis; 1946, liberation; 1940, military defeat following period of prolonged economic stress; 1870, military defeat. Witness Germany: 1952, dropping of much Allied direct supervision of government; 1945, military defeat; 1933, major economic crisis; 1918, military defeat.)

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2. The army in each country was an important factor in domestic political life when democratic institutions were threatened or overthrown.

3. Religious issues were deeply involved in domestic political conflicts.

In England major foreign policy and economic problems were solved without precipitating revolutionary constitutional changes. Some important reasons for this are that (1) In England the religious question was "solved" long before the problem of expanding the franchise was faced and long before the pressing conflicts of an industrial society had emerged. (2) During a crucial period in which democratic institutions were evolving England had few major foreign policy crises. (3) The basic "rules of the game" which governed how executive control was transferred from one faction to another were worked out before the franchise was expanded and the problems of an industrial order emerged.

In other words, in England certain major religious and constitutional problems of great political significance were resolved before the expansion of the franchise and the beginnings of widely based representative government. In Germany and France newly founded democratic regimes had major religious and constitutional problems to solve at the same time attempts were being made to develop democratic "rules of the game." The first widely representative English governments also were not faced with major foreign policy crises. Democratic governments floundered in Germany and France because they could not deal with the major issues of public policy. But it must be recognized that the early democratic governments in England did not have the same kinds of problem to solve.

With this bit of history and historical interpretation as background, attention can be given to some of the specific institutions of government. Attention should be concentrated on the democratic or protodemocratic institutions of government that have been characteristic of these two countries and not on those that happen to exist the particular year in which the course is taught. An examination of France during the 3rd, 4th, and 5th Republics (1875-1940 and 1946 - date) and Germany of the Weimar and Bonn periods (1919-1933 and 1952 - date) enables one to analyze the following:

1. Weimar Germany and France under all three Republics had multi-party systems. Reasons for a multiparty system and its implications should be discussed. Pedagogically usef
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eimar Germany and France under all ıblics had multi-party systems. Reasons iparty system and its implications should be discussed. Pedagogically useful contrasts can be be drawn with the United Kingdom and the United States.

2. Weimar Germany and France under all three Republics had significant "non-loyal oppositions" which made the operation of government difficult.

3. France under the three republics can be used to illustrate the operation of a government with a strong legislature and a weak executive. Germany under Weimar can be used to illustrate the operation and constitutionally strong executive. Both can be contrasted with the United Kingdom.

4. The French governments under the 5th Republic and the German governments under the Bonn republic can be used to examine the way in which some of the traditional constitutional and governmental instability of these countries has been dealt with. The issues of responsible government, representative government, and separation of powers first raised in the treatment of English political institutions could fruitfully be reviewed in this broader context.

(NOTE: Another approach could be taken in treating government and politics in Western Europe. Instead of concentrating on political institutions, their evolution and operation, attention could be focused on major issues of public policy and how they have been dealt with in several countries. If this approach were taken, the Scandinavian countries and Italy should also be treated. The way in which governments in these countries deal with problems of health, education, welfare government in the economy and foreign policy could be covered with interesting contrasts made with the American scene.)

WESTERN EUROPE
SOCIOLOGY AND THE STUDY OF MODERN SOCIAL STRUCTURE

Caroline Rose

It is assumed that an area study of three modern societies will draw on all the social sciences, and that it will have three aims:

1. to teach social science skills
2. to introduce and reinforce social science concepts
3. to give an accurate picture of the development and the present situation of the area.

This paper will show what sociology has to contribute to an area study of modern England, France, and Germany. The writer has found it very difficult to include Italy in this analysis, both because of its relative late development as a national state and industrially, and because Northern and Southern Italy have very different histories. It is also assumed that some attempt will be made to give the student a broad, general picture of trends and changes. In social organization classes, the writer finds that students have a very unclear idea of how medieval Europe differs from modern Europe, of the effect of industrialization or of the wars, or of the differences between Europe and America in class structure, economic development and political structure.

SOCIAL SCIENCE SKILLS

The Comparative Method:
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SOCIAL SCIENCE SKILLS

The Comparative Method: The only satisfacto scientific way to study a large, complex, modern society is to compare it with a similar society, remembering that no two societies are identical. Societies often differ in ways whi have been crucial for their development. The differences may be high-lighted by comparison. For example, England is an island. She has be a great sea power. She industrialized before France and Germany did. Her social structure was more influenced by her Empire than was tru in the other two countries. Among other consequences of these differences is that England is less "European" than are France and Germany because of the nature of her ties with her ove seas colonies and former colonies. It would certainly be fruitful to compare the colonial policies of all three of these countries, emphasizing the attitudes of the home population and the effect on them of imperialism. The effect on the colonial countries will no doubt be studied in area studies of Africa and Asia.

All three of these countries are highly industrialized and lend themselves to a comparative study of the effects of the Industrial Revolution. If the industrialization process is studied in only one society, a condition--let us say the growth of labor unions--may be attributed to industrialization, although it may have occurred, at least in part, because of other events. If, however, the same condition is present in all three societies, one can feel much surer about generalizing that the growth of a labor movement is one of the major results of industrialization at least in Europe.

If a labor movement is present in all three societies but its structure differs from one country to another, the comparative method helps isolate the reasons for the difference. In England the labor movement became the major founder of one of two important political parties. In Germany, part of the labor movement, in its early days, became the creature of a paternalistic government; part of it became the core of a revolutionary movement. Hitler destroyed the labor movement. Today, the labor movement still accepts paternalistic policies, but it also supports a political party along the English pattern. In France, the labor movement fragmented, each part attaching itself to a different political party. In the United States, the labor movement became a non-partisan, pressure group.[1]

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[1] The statements illustrate the way a sociologist would go about doing comparative studies.

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Although one might conclude that industrialization does lead to the formation of a labor movement, one might also conclude that its structure varies with the political structure of the society. One could also study the labor movement in relation to the class structure of each country.

A labor union is a kind of voluntary association. Voluntary associations are present in all pluralistic, secular societies, such as the societies being studied. The number of voluntary associations, their structure, and the purposes they serve vary from country to country. One cause of variation is the attitude of the law toward voluntary associations. In France and Germany, for example, they were first forbidden by law and then strictly regulated. This was not true in England, but the American Constitutional encouragement that citizens had the right "to assemble and peacefully petition for redress of grievances" (first Amendment) was not present. The development of voluntary associations cannot be attributed solely to the legal attitues toward them, but it is suggested that students might be introduced to the comparative study of law this way rather than more formally. They can then see that differences in law cause differences in behavior.

Sociologists have one specialized technique for doing comparative studies--the ideal-type method. An ideal type is not just another word for concept or generalization. Ideal types are empirical constructs, used for comparing complex, social phenomena. The traits included are those most frequently present and of causal significance. A useful set of ideal types describes kinds of societies.

1. A traditional society is slow to change. It has a caste or rigid class system with little or no horizontal or vertical mobility. Relations among people are determined by custom and tradition and are most usually of an intimate, face-to-face kind. Because of the rigid class divisions and lack of physical mobility, most people do not meet people different from themselves. The leadership of the society is legitimized by custom and tradition. Medieval Europe is an excellent example of a traditional society. Its leaders, kings and religious leaders, and, on a lower level, the petty nobility are traditional leaders.

2. A secular-pluralistic society has an open class system in which people can move freely from one class to another. It has a cheap and universal educational system which serves as a ladder for upward vertical mobility. Although there are areas in which intimate, face-to-face relationships take place, as in the family, some neighborhoods, and peer groups, just as in a traditional society, many contacts for many people are secondary. Secondary contacts are formal, impersonal and transitory, such as occur in buying and selling, in work situations, or as tourists. Or secondary contacts may be conducted through the mass media. Some members of the
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media. Some members of the society may learn about them in the newspaper or hearing about them on the radio or TV. If the listener only listens, he is engaging in audience behavior. If, however, he is very much intereste
in some particular aspect of the society, follows what goes on in that sector, discusses it with his family and acquaintances, and tries to influence what is going on, he is a member of a public. There are many publics--the baseball public, the ballet public, the political public, and individuals may belong to many of these. The formation and influence of active public opinion on a variety of affairs is one of the important ways that communication is maintained in a plural society.

A plural, secular society is heterogeneous. Its members may have a variety of religious, racial, and nationality backgrounds. Since stratification is not rigid, people are likely to be identified by occupation, interest, income, education and so on. Mobility, both vertical and horizontal, is great. This also produces heterogeneity, because it mixes people in various regions and levels of society.

There are likely to be a great many associations of a voluntary nature. These may be recreational or expressive, like a bridge club or chamber music group. They may also have social purposes, like the PTA, the NAACP or a political club and work for reforms and social changes.

In a plural, secular society there is rapid social change. This is brought about in part by the work of voluntary associations, particularly, when they are large and effective and join with similar associations to become a social movement like the Civil Rights movement. Social movements accomplish their ends in the kind of society we are discussing by influencing public opinion so that changes in the institutional structure of the society can occur without too much opposition. The Civil Rights law which outlaws discrimination in the United States is an example of such institutional change.

Most secular, plural societies are industrialized societies with advanced technologies. The technology changes rapidly having a momentum of its own and produces changes in other parts of the society. For example, the invention of labor-saving devices for the home and of processes to prepare and preserve food outside the home may outmode the work women were accustomed to do at home and change their role.

All these traits of a secular, pluralistic society— change, heterogeneity, urban living, vertical and horizontal mobility --break down traditional values. This may be because the old values have no meaning in the new setting. Living within one's income, for example, rather than buying on time, is not practical if one has to have a car to pursue one's work; nor is it socially advisable, if the economy will function only when there is a high
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volume of sales over a wide market. Some values disappear because people are exposed to new values as they move rapidly around a heterogeneous society, or increase their education. Traditional religious values change when people learn about evolution.

Sometimes individuals are unable to adjust to the new demands of the society and become anomic or alienated. These are the groups most likely to engage in audience behavior. This may come about because a group is geographically isolated as the American Indians are. Or the group may be cut off from economic participation in the society as the unemployed or retired are. Or the group may have so strongly internalized values peculiar to one part of the society that they are unable to learn new values that would enable them to enter the fast changing, competitive, heterogeneous society. This is what seems to happen to many lower-class children, who do poorly in school. Leadership results from competition among qualified people, and its scope is determined by formal rules or by law. The President of the United States, the head of General Motors or the senior class chairman in a high school are examples of secular leaders.

3. A mass society is one in which audience behavior predominates. People do not interact with each other very much. This may be because their life situations are such that they are isolated from other people. They may be unemployed or retired or live apart from

families or belong to families, in which there is little communication either inside the family or with other families. They may have lost or never acquired the techniques of communication and interaction with their fellows. Or, the political situation may be such that it is dangerous to try to communicate with others, even with close friends or family members. In a mass society the government restricts public freedom, that is, freedom of speech, of the press, of religion, and of assembly. It may even control both fine and popular art, science, popular entertainment, and ways of dressing. Communication is confined largely to propaganda issued by the government through the mass media. People react to the stimulus of the propaganda as individuals but because of the barriers to communication among people, there is no formation of public opinion by discussion among the people interested in the subject. Because information is restricted and comes from only one source, people may rely on rumor as a supplement to officially distributed information. Sub-groups within the population tend to disappear. Trade unions, churches, political clubs (except those used by governments to form an elite group) are outlawed. Informal groups, like juvenile gangs, bridge clubs, chamber music societies, also disappear because conversation or unofficially sanctioned action becomes dangerous for the participants. The only relationships that remain are between
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Because of the atomization of the population, class distinctions tend to disappear. The individual either resists government pressures silently, or, if ambitious, molds himself, or rather, lets himself be molded to the pattern desired by the government. If he does this successfully, he can become a member of the elite or ruling group. Mobility becomes very rapid, both up and down. Acceptance of the ruling group and its ideology, rather than education, good-breeding, intelligence, or even technical proficiency, becomes the avenue for upward mobility. Loss of faith in the ideology or unwillingness to accept it in the first place results in quick downward mobility.

Many of the leaders, on all levels, are charismatic: that is, they win acceptance by their personal characteristics, including their ability to propagate the prevailing ideology.

No society has ever been a perfect example of the mass society, although Nazi Germany, Russia under Stalin, and, perhaps, modern China have approximated it. In 1984, George Orwell gives a description of a complete mass society.

These, or other, ideal types will not fit any society perfectly. Moreover, all three of the societies being studied are and have been changing so that some parts of them are best described by the traditional model, some by the secular-pluralistic model. The ideal type methodology does enable us to handle a bewildering variety of facts analytically.

Another way of making comparisons is to compare social trands, using statistical data. One can compare the three countries for changes in birth and death rates, marriage and divorce rates, number of people in school, median number of school years completed, class origin of high school or college graduates, changes in rural-urban suburban residence, or any other change over time for which there is accurate data. It is urged that students start with a theory and from it derive hypotheses of a sort which can be supported or contradicted by statistical data.

For example, one might start with the theory that a plural-secular society, in contrast to a traditional society, will have a higher divorce rate. One might qualify this by the following hypotheses:

If a society is secular-pluralistic in structure, but the population is Catholic, the divorce rate will not fall.

If the society is traditional, but residence is largely urban, the divorce rate will fall.

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Every attempt should be made to discourage a student from looking at data illustrating a social trend, and then jumping to some conclusion as to the causes of the trend.

ANALYTICAL SOCIAL SCIENCE CONCEPTS

Culture: Culture is the common and shared meanings and values that develop in any group whose members interact over some period of time. If the more detailed, anthropological definitions of culture are easier for students to understand, there is no reason why one of them should not be used, too.

The parts of a culture tend toward integration. If there is a change in one part of the culture, it will affect other parts of the culture. Industrialization in France affected the family structure. In turn, industrialization was hampered by the French family structure. For many years in France, and also in Italy, the two-hour lunch period was adhered to despite its negative effects on industrial productivity. The extended family system in France badly handicapped the securing of efficient personnel in French business and industry because of obligations to find jobs for family members and the desire to keep the business in the family. The size of the firm was often limited by the number of relatives who could be managers or foremen. Increased urbanization accompanies industrialization and brings with it many changes in the structure of society and in relations among people. Nevertheless, France has a very large proportion of its population still working in agriculture and living in rural areas or very small towns.

A separate culture can only develop in relative isolation. To the extent that German, French, and English cultures differ, there must have existed some separation among them. The same thing is true of any sub-culture within each society. One cause of separation may be geography, most evident in England, which is an island. Language can also be a barrier. In the medieval period German and English were much closer than now and so were English and French. As national states developed and took over direction of the educational systems to increase literacy, the languages became differentiated.

The most important cause of differentiation of cultures in western Europe has been the rise of national states. The centralization of political power accelerated the separation of other institutions. As the national states developed, religious institutions which had united all Europe, took on a national character. This is particularly evident in England under Henry VIII, but can also be seen in the struggle between the Papacy and the French bishops. The rise of Protestanism intensified national

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separation. Protestanism tended to take on national characteristics to an extent the Catholic Church had not. This was due partly to Protestanism's emphasis on individual rights and responsibilities in contrast to Catholic doctrine. It was also due to the fac that Protestanism was shaped by political struggles between national states.

The growth of national states also differentiated the class structure. In medieval Europ the class (or more correctly, at that time, caste) structure was everywhere the same. Different rates of industrialization in variou national states resulted in a differential growth of a modern class structure, based on the division of labor rather than on tradition categories. Each country varies, however, in the extent to which traditional caste structure continues and in how they have been modified. Cultures, peculiar to each class, are also the result of separation among classes One will find much more distinct class cultures in any European country than in the United States. There is also variation from one country to another in Europe depending on the amount and degree of separation that remains from the traditional caste structure.

Conversely, when there are similarities in the cultures of the three countries or in any two of them, one can assume some common experiences. There is a European culture that overrides national cultures, as distinct from Asian or American culture. One characteristic is the predominance of Christianity, both Catholicism and Protestanism. To some extent class ties hold across national boundaries. This is not only true among royalty and nobility. The haute bourgeoisie realize their common interests in the economic cartels which dominate much of Europe's big business. Parallel has been the development of radical, international, political movements which unite the intellectuals and working classes across national lines. Science and art have also been the basis of international culture.

Once countries have been sufficiently isolated to develop separate cultures and then come into contact with one another, change will occur in all the cultures in contact. The contact of different cultures is one of the major causes of social change. Migration is one way in which social contact is increased, and tourism is one form of migration. Recently, there has been much deliberate contact--student exchanges and seminars, scientific and artistic exchanges. Far more important, of course, was the military collaboration between England and France during World War II; the participation by all three countries in NATO, the UN, UNESCO, and other international organizations; and, finally, the common market and other agencies working toward the unification of Europe as a third force. To the extent that De Gaulle is able to break this communication, or that England decides
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Conflict, particularly war, reduces contact. The three wars since 1870 have separated Germany from England and France. The extent to which this separation has gone on is not usually evident to Americans.

SOCIAL STRUCTURE

By social structure is meant the typical pattern of relations that occurs within any part of the society. For example, the relations of the working to the owning classes is different in an industrialized society than it is in a farming community. People behave differently in differently structured societies, and one can compare both the structures and the consequent behavior. The paternalistic structure of the German government, created by Bismarck, can be compared with conflicts among political groups in France during the same period. Anti-Semitism was a political issue in both countries during this period, but the forms it took and the results were different.

Another interesting contrast among the three countries is in the recruitment of elites. In all three countries, there was until very recently a large amount of traditional leadership. In Germany this was concentrated in the Army and in the control of government and industry. Leadership came largely from the aristocracy and the haute bourgeoisie. One way of looking at the Nazi movement is to see it as a revolt against traditional leadership. The Nazi leaders were largely from the lower-middle class. Those leaders who came from the traditional leadership class and joined the Party for idealistic reasons soon disappeared. The Nazis introduced a tremendous amount of vertical mobility into what had been a very stable society. Entrance into the Party was made possible on all levels, down to the block leader, and Party membership immediately conferred status and prerogatives. By killing off or dispossessing a substantial part of the upper middle class, room was made for lower middle class people to move upwards. (The same process went on in the early years of the Russian revolution.)

France superimposed a modern bureaucratic system of recruitment on a traditional one. For those high positions in society which required specialized education, she established an educational system which selected out the very best of her citizens, but in small numbers. Standards were high and progress through the system was, theoretically, open to everyone. In practice, it was the

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England has maintained its traditional leadership structure to a very great extent at least unit 1945. By formally granting prestige and status to those of lower or middle class origin even when their accomplishments lay outside traditional fields of endeavor--artists or businessmen, for example--the English were able to recruit fresh blood into its ruling classes. The children of the "newly-arrived" were inevitably educated in the British "public" (i.e. private) school system and took over the attitudes, values and practices of the old leadership class. Thus while the personnel of the Establishment was constantly recruited anew, the attitudes and values changed much more slowly than did the economic structure.

The examples used in this paper have been deliberately kept to suggestions within the analytical framework presented. Attention could be centered on many other areas than have been used. This has been done so that the papers coming from the other social sciences can be integrated with this one without too much trouble. For example, a geographer might be very much interested in the effect of the coal and iron deposits in the Ruhr and Saar areas on the relations between France and Germany. This could still be analyzed in terms of culture conflicts and culture contacts or in how different governmental structures affected the policies of each country toward these areas.

It might be profitable to analyze England, France and Germany in terms of the degree of centralization of their government, in relation to their legal structure, or even to their geography. Southern France lies on the Mediterranean; Eastern France on Germany's borders and there are ideological conflicts that arise from this which centralization suppresses. England had to deal with sub-cultures in both Scotland and Ireland, but did not develop the degrees of centralization that France did. Why? Centralization in Germany was deliberately created by Bismarck to weld together a number of small, disparate states. What effect did this have on Germany's future development?

One might study leadership in detail. What was the effect of Napoleon, Bismarck, Hitler, De Gaulle, Disraeli, and others? Did they "ride the times," or did they change the direction of social development by their leadership qualities and policies?

Each of these countries has undergone crises. The way in which they were met depended upon the social structure and affected the future of the country. One thinks immediately of the French Revolution, of the rise of Bismarck, of the enc
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Anyone who has lived in any or all of these countries or who is well-acquainted with their history and literature knows that each culture is distinctive. Each has its own national character or ethos. What constitutes national character is extremely controversial among sociologists. Some say that every culture has unique patterns or themes which permeate all parts of the society. For example, France is a society organized along rational lines, highly centralized, highly group self-concious. On the other hand, Germany culture has been shaped by "romanticism." Others say that the divisions within a society are so great that a careful analysis of patterns or themes in culture will show that these exist only in the most powerful or articulate sectors of the society. Other sociologists feel that such common experiences as the emergence of national states and industrialization overshadow unique cultural experiences. It is doubtful whether this argument will be settled in the near future, but to introduce the argument for discussion might be an excellent teaching device.

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